

been going on with regard to the raising of the crest level of the surplus weir of the Pachipara Dam to store a larger quantity of water in the reservoir?

(b) At what stage does the correspondence stand now?

(c) Do the Government now intend to raise the crest level of the surplus weir?

MR. R. KRISHNA PILLAI: (a) & (b) Two estimates were sanctioned by Government for a total sum of Rs. 1,930 to investigate this scheme and contour plans of the lake were prepared for different levels. Nothing further has been done.

(c) Until careful investigations and calculations are made, it is not possible to say now whether the scheme is feasible or not.

MR. T. M. CHIDAMBARATANU PILLAI: Will the Government be pleased to state whether the Government have any intention of raising the crest?

MR. R. KRISHNA PILLAI: The reply is contained in the answer already given.

TALUKWAR EXPENDITURE DURING THE LAST FIVE YEARS IN THE TALUKS OF NANJANAD AND EDANAD FOR IRRIGATION WORKS.

40. MR. T. M. CHIDAMBARATANU PILLAI: Will the Government be pleased to lay on the table a statement showing the talukwar expense for the last five years incurred by the Government in the taluks of Nanjanad and Edanad for irrigation works, etc., in accordance with the second paragraph of Government Proceedings No. 6757, dated the 22nd June, 1913, which laid down that all kinds of irrigation works in the commanded area in Nanjanad and Edanad should be regarded as included in the Kodayar Major works and that the entire expenditure in connection therewith should be borne by the Government?

MR. R. KRISHNA PILLAI: The information has been called for and has not yet been received.

CASES UNDER THE WEIGHTS AND MEASURES REGULATION TAKEN COGNISANCE OF BY THE POLICE.

41. MR. T. M. CHIDAMBARATANU PILLAI: Will the Government be pleased to lay on the table a statement showing the number of cases taken cognisance of by the police in the whole State, since they were empowered to do so, under the provisions of the Weights and Measures Regulation?

MR. R. KRISHNA PILLAI: The information required has been called for and has not been received.

The Council then resumed the consideration of the budget for 1098
DEMANDS FOR GRANTS—(Contd.)

Demand XIV—Education.

MR. L.C. HODGSON: Sir, I beg to move for a grant of Rs. 30. 84 lakhs under Demand XIV—Education.

[Mr. T. Kumara Pillai.]

Motion 108.

PRESIDENT: I take it that the first three motions (108, 109 and 110) are identical. I shall call upon Mr. Kumara Pillai to make his motion.

MR. T. KUMARA PILLAI: Sir, I beg to make the following motion:

108. To reduce the allotment of Rs. 93,246 for Controlling Agencies by Rs. 1,190.

ഈ രാജ്യത്തിലെ വിദ്യാഭ്യാസച്ചിലവ് ൧൦,൮൫൦-ൽ ൭,൩൦൦,൩൩൪ രൂപയായി തന്നെ ൧൦൯൦-ൽ ൧൮,൫൩൫൪൦ രൂപയായും, ൧൦൯൮-ൽ ൩൫,൧൩൨൦൦ രൂപയായും വർദ്ധിച്ചിരിക്കുന്നു. അതായത്, ൧൦,൮൫൦ മുതൽ ൧൦൯൮ വരെ ൧൩ വർഷങ്ങൾക്കാണ് ഈ രാജ്യത്തിലെ വിദ്യാഭ്യാസച്ചിലവിൽ ൨൭,൫൨,൮൩൩ രൂപ വർദ്ധിച്ചിരിക്കുന്നു.

ഇവിടത്തെ വിദ്യാഭ്യാസച്ചിലവ് ഇങ്ങനെ വർദ്ധിക്കുന്നതിനുള്ള ഒരു കാരണം വിദ്യാഭ്യാസ വകുപ്പിൽ സ്ഥിരമായ ഭരണനയമില്ലാത്തതാണ്. മറ്റൊരു കാരണം, ഇതര രാജ്യങ്ങളെ അപേക്ഷിച്ച് ഇവിടത്തെ വിദ്യാഭ്യാസപ്രചാരത്തെ കഴിയു വിധം വർദ്ധിപ്പിക്കണമെന്നുള്ള ഗവർണ്മെന്റിന്റെ താല്പര്യത്താൽ വിദ്യാഭ്യാസ ഡയറക്ടറുമാരായി വന്നു കൊണ്ടുവന്നതായും ഭരണപരിഷ്കാരങ്ങളെ ഗവർണ്മെന്റ് പൂർണ്ണമായി സ്വീകരിച്ചു പ്രവർത്തിക്കുന്നതാണ്. വേദാന്തകാരണം ഓരോ വിദ്യാഭ്യാസ ഡയറക്ടറുമാരുടെയും പരിഷ്കാരത്തിനുള്ള ശുപാർശകളുടെ ഗുണഭോജനമുള്ള വേണ്ടപോലെ ആലോചിച്ച് അതതു കാലത്തെ ദിവസമാരെ ഗുണഭോജിച്ചു പ്രവർത്തിപ്പിക്കുന്നതിന് ഹജൂർഹി സിൽ വിദഗ്ദ്ധരായുള്ള ഒരോ ഇല്ലാതിരിക്കുന്നതാണ്. യാതൊരു വിധത്തിലും സംബന്ധമോ യോജിപ്പോ ഇല്ലാത്തതായ ചാൻസലറവന്യ സെക്ഷനും എഡ്യൂക്കേഷൻ സെക്ഷനും ഒന്നായിക്കൂട്ടിത്തീർത്ത് ഹജൂർഹിസിൽ ഒരോളം മേൽനോട്ടത്തിൽ വെച്ചിരിക്കുന്നതുകൊണ്ടുതന്നെ വിദ്യാഭ്യാസവകുപ്പിലെ വരുവുചിലവുകളുടെ ക്രമീകരണത്തിൽ ഗവണ്മെന്റിന്റെ ശ്രദ്ധ എത്രത്തോളം പതിഞ്ഞിട്ടുണ്ടെന്നുള്ളത് വ്യക്തമായി തെളിയുന്നതാണ്.

വിദ്യാഭ്യാസവകുപ്പിലെ സാമ്യമില്ലാത്ത ഭരണനയങ്ങളെല്ലാം വർദ്ധിച്ചുവരുന്ന ചിലവുകൾക്ക് അതിലെ അധികൃതന്മാർ ഉത്തരവാദികളാണെന്നു സമ്മതിക്കേണ്ടതരമില്ല. നാട്ടുഭാഷാവിദ്യാഭ്യാസത്തിന്റെ ചിലവുകളെ പരിശോധിക്കുന്നതായാൽ ൧൦,൮൦൦-ൽ ൧,൩൩൩,൩൮൯ രൂപയായിത്തന്നെ ൧൦,൮൫൦-ൽ ൨,൪൮,൫൧൦ രൂപയായും, ൧൦൯൦-ൽ ൭,൮൫,൧൩൪ രൂപയായും, ൧൦൯൮-ൽ ൧൧,൮൨,൮൧൮ രൂപയായും, ൧൦൯൮-ൽ ൧൫,൩൫,൩൦൦ രൂപയായും വർദ്ധിച്ചിരിക്കുന്നു. ഇവിടത്തെ ജനങ്ങളുടെ നാട്ടുഭാഷാപ്രാഥമികവിദ്യാഭ്യാസത്തിന്റെ (൪ാം ക്ലസ്സുവരെ) മുഴുവൻ ചെലവുകളും ഗവർണ്മെന്റുതന്നെ കൈയേറു നടത്തിക്കൊള്ളാമെന്നുള്ള നയത്തെ ഇരുപതു വർഷങ്ങൾക്കുമുൻപുതന്നെ ഗവർണ്മെന്റ് സ്വീകരിച്ചുകഴിഞ്ഞിരിക്കുന്നു. എന്നിരുന്നിട്ടും, ഈ രാജ്യത്തുള്ള താലൂക്കുകളിലെ പല പക്ഷികളിലും വിദ്യാലയങ്ങളിലാകെ അവിടത്തെ ജനങ്ങൾ വിദ്യാവിഹീനന്മാരായി ജീവിതകാലം നയിച്ചുപോരുന്നു. ജനങ്ങളുടെ പ്രാഥമികവിദ്യാഭ്യാസത്തിന്റെ ചെലവുകൾ മുഴുവനും ഗവർണ്മെന്റുതന്നെ കൈയേറിയുള്ളതായി പറയുന്നു എങ്കിലും, സ്ഥലം, സ്കൂൾകെട്ടിടങ്ങൾ, സാമാനങ്ങൾ ഇവ ഉണ്ടാക്കിക്കൊടുക്കുന്നതിലുള്ള അപരിമിതമായ ഭരണകൂടി ജനങ്ങൾ വഹിച്ചുവരുന്നു. ഇങ്ങനെ യെല്ലാമാണെങ്കിലും, നാട്ടുഭാഷാവിദ്യാഭ്യാസത്തിന്റെ ചിലവു സീമാരീതമായി വർദ്ധിച്ചുവരികയാണ് ചെയ്യുന്നത്. നാട്ടുഭാഷാവിദ്യാലയങ്ങളിൽ അഞ്ചുമുതൽ മേല്പോട്ടുള്ള ക്ലാസുകളിൽ വിദ്യാർത്ഥികളുടെ സംഖ്യ ഇപ്പോൾ ക്രമേണ കുറഞ്ഞുവരുന്നു. ആ വിദ്യാർത്ഥി

കുറയ്ക്കുപിന്നീടുള്ള അവരുടെ ജീവിതരണത്തിന് ഉപകരിക്കത്തക്കവിധമുള്ള വിദ്യാഭ്യാസം കൊടുക്കാതെ ആ വഴിയിൽ ചിലവുവെച്ചുവരുന്നതിന് അതിലെ അധികൃതന്മാരും ഗവർണ്ണറും ഉത്തരവാദികളാണെന്നു സമ്മതിക്കാതെ തരമില്ല. നാട്ടുഭാഷാവിദ്യാഭ്യാസത്തിന്റെ മേൽനോട്ടം ഒരു ചീഫ് ഇൻസ്പെക്ടർ വഹിച്ചുവരുന്നു. ആ വകുപ്പിനെ അദ്ദേഹം മാതൃസ്വകാരം ഒരിച്ചുപോരുന്നു എന്നല്ലാതെ കുറഞ്ഞ ചിലവിൽ കൗതുകപ്പെടത്തക്കവിധമുള്ള വിദ്യാഭ്യാസവൽക്കരണമേണ്ട മാതൃക്കളിൽ ഒന്നിലും അദ്ദേഹത്തിന്റെ ശ്രദ്ധ പതിഞ്ഞു കണ്ടിട്ടില്ല. അസിസ്റ്റന്റ് ഇൻസ്പെക്ടർമാരുടെ ഡയറികളെ വേണ്ട പോലെ പരിശോധിച്ചിട്ടുള്ളതായാ, അതിനേക്കു വല്ലസംശയവുമുള്ള അയച്ചിട്ടുള്ളതായാ അറിവില്ല. ഈ ന്യൂനതകൾക്ക് ഇന്നത്തെ ചീഫ് ഇൻസ്പെക്ടർ ഞാൻ കുറപ്പെടുത്തുന്നില്ല. അദ്ദേഹത്തിൽനിന്ന് ഇപ്പോൾ നടന്നു വരുന്ന മാതിരിയല്ലാതെ കൂടുതലായെന്നും ശ്രമിക്കാൻ അവകാശമില്ലെന്ന് എല്ലാവർക്കും അറിയാവുന്നതാണ്.

ഇവിടത്തെ കാളേജിൽ ഇവിടത്തെ വിദ്യാർത്ഥികൾക്കു മതിയായ വസ്ത്രം പ്രവേശനം കിട്ടുന്നില്ലെന്നുള്ള ജനങ്ങളുടെ സങ്കടം തുടങ്ങിച്ച് ഇപ്പോൾ പതിനൊന്നു വർഷങ്ങൾ കഴിഞ്ഞിരിക്കുന്നു. എല്ലാ സ്ത്രീവർഷാരംഭത്തിലും കാളേജിൽ പ്രവേശനം കിട്ടാത്ത സംഗതിയെപ്പറ്റി പത്രം ലോകിക്കുന്നതിന് രക്ഷാകർത്താക്കന്മാരും മറ്റുള്ളവരും യോഗങ്ങൾ കൂടി ആലോചിക്കുകയും, ദിവാൻജി അർച്ചകളുടെ അടുക്കൽ ഡെപ്യൂട്ടിയൻ പോകുകയും, താൽകാലികമായ വല്ല സമാധാനവും കിട്ടുകയും, ചെമ്പയിൽ പിന്നീട് ആ സംഗതി അധികൃതന്മാരും ജനങ്ങളും ഒരുപോലെ മറന്നുകളയുന്നു എന്നുള്ളത് ഇവിടെ സാധാരണമായി തീർന്നിരിക്കുന്നു എന്നല്ലാതെ ഈ സംഗതിക്കു തൃപ്തികരമായ രീതിയുണ്ടാക്കാൻ വിദ്യാഭ്യാസഡയറക്ടർക്ക് ഇതുവരെ സാധിച്ചിട്ടില്ല. കാളേജിലെ പ്രിൻസിപ്പാലന്മാരും വല്ല പ്രത്യേകസംസ്ഥാനകൃതന്മാരായി നിയമിക്കുന്ന നായം ഗവർണ്ണറുടെ വകുപ്പുകാണിരിക്കുന്ന കലശത്താലും കാളേജ് പ്രവേശനത്തിനുള്ള വിഷയകൾക്കു കുറവുവരുമെന്ന് ആരുതന്നെങ്കിലും ഉന്നയിച്ചു.

കാളേജിൽ രണ്ടാമത്തെ ഗ്രൂപ്പ് ഏർപ്പാടുത്തേണ്ട കാര്യം കൂടി കാലമായി ഗവർണ്ണറുടെ തീരുമാനിച്ചുവരുന്ന ഒരു സംഗതിയാണ്. ആ കാലത്തുതന്നെ അതിലേക്ക് ആവശ്യമുള്ള പ്രൊഫസർമാരെ തയ്യാറാക്കിവരുത്തുന്നതിനായി ഇവിടെനിന്നു യുവാക്കന്മാരെ വിദേശങ്ങളിൽ ഉൽകൃഷ്ടവിദ്യാഭ്യാസത്തിന് അയച്ചിരുന്നു എങ്കിൽ ഇപ്പോൾ അതിലേക്കായി ബുദ്ധിമുട്ടേണ്ടിവരികയില്ല തീർന്നു. അതുപോലെതന്നെ കാളേജിൽ ഇംഗ്ലീഷ് പഠിപ്പിക്കുന്നതിനു തക്കതായ പ്രൊഫസർമാർ ഉണ്ടെന്നാണ് അറിയുന്നത്. മറ്റുവിഷയങ്ങൾ പഠിപ്പിക്കുന്നതിനും മൂന്നുനാലു പേർ ഒഴികെ മറ്റുള്ളവർ ഈ കാളേജിന്റെ സ്ഥിതിക്കു തീരെ യോജിക്കുന്നവരല്ലെന്ന് കേൾക്കുന്നത്. ഈ സംഗതികളെ കാലേജി ആലോചിച്ചു സ്വദേശികളായ യുവാക്കന്മാരെ പല സ്ഥലങ്ങളിലും അയച്ചു പഠിപ്പിച്ചുവരുത്തി ഈ ന്യൂനതകളെ പരിഹരിക്കേണ്ടതായിരുന്നു. ഇങ്ങനെയുള്ള സംഗതികളെ അപ്പോൾ ഗവർണ്ണറുടെ റിപ്പോർട്ടിൽ കണ്ടെത്തുന്നത് കാര്യങ്ങൾ സാധിക്കുന്നതിനും, കുറഞ്ഞ ചിലവിൽ കൗതുകപ്പെടത്തക്കവിധമുള്ള ഭരണം നടത്തുന്നതിനും വിദ്യാഭ്യാസവകുപ്പിലേക്കു മേലദ്ധ്യക്ഷനായി ഒരു വിദഗ്ദ്ധനുണ്ടായിരിക്കേണ്ടത് അത്യാവശ്യമാണ്. അതല്ലാതെ ഇന്നത്തെ നിലയിൽ വിദ്യാഭ്യാസവകുപ്പിനെ നയിച്ചുപോരുന്നതായാൽ അതിലെ ചിലപ്പോൾ തുറന്നു മുമ്പിലാതെ വെച്ചുവരുന്നതിനും മറ്റു ഡിപ്പാർട്ടുമെന്റുകളുടെ ചിലവുകൾക്ക് അർഹതയുള്ള ന്യായമായ ഓഹരികൾ കുറഞ്ഞുപോകുന്നതിനും ഇടയാകുന്നതാണ്. ഇപ്പോൾ തന്നെ ഫീസുകളെ അമിതമായി വർദ്ധിപ്പിച്ചിരിക്കുകയും, പ്രാഥമികവിദ്യാഭ്യാസത്തിനും ഇംഗ്ലീഷ്വിദ്യാഭ്യാസത്തിനും ആവശ്യമുള്ള സ്ഥലം, കെട്ടിടങ്ങൾ, സാമാനങ്ങൾ ഇവയുണ്ടാക്കിക്കൊടുക്കണമെന്നുള്ള ഭാരത്തെ ജനങ്ങളിൽ ചുമത്തിയിരിക്കുകയും ചെയ്തിട്ടുള്ളതോടുകൂടി, വെച്ചുവരുന്ന വിദ്യാഭ്യാസചിലവുകളെ പരിഹരിക്കുന്നതിനു ജനങ്ങളുടെ നേക്കു തിരിഞ്ഞു നോക്കുക എന്നുള്ളത് ആലോചിക്കു പോലും പാടില്ലാത്തതാണ്.

[Mr. L. C. Hodgson.]

വിദ്യാഭ്യാസവകുപ്പിലെ അധികാരികളെ ഇല്ലാതാക്കുന്നതിനും, മറ്റു നൂതനകളെ പരിഹരിക്കുന്നതിനുമായി ഗവർണ്മെൻറ് ഇപ്പോൾ ചെയ്യുന്നത് സ്വഭേശിയും സമത്വമായ ഒരു ചൊല്ലാക്കാരനെ ബ്രിട്ടീഷ് ഇൻഡ്യയിൽ പലേ സ്ഥലങ്ങളിലും, പലേ നാട്ടുരാജ്യങ്ങളിലും, ജപ്പാൻ മുതലായ വിദേശീയരാജ്യങ്ങളിലും അയച്ച്, അവിടെയുള്ള വിദ്യാഭ്യാസനയങ്ങളെ പഠിച്ചുവന്നിട്ട് ഇവിടെയുള്ള കഴപ്പങ്ങളേയും അധികാരികളേയും പരിഹരിക്കത്തക്കവണ്ണം ഒരു സ്കീം എഴുതുകയും, ആ സ്കീമിനെ കഴിയുവോളം നേരത്തെ ഇവിടെത്തെ വിദ്യാഭ്യാസവകുപ്പിൽ നടപ്പാക്കി തുടങ്ങിക്കുകയും ഇന്നത്തെ ഡയറക്ടർ ഉദ്യോഗത്തിൽ നിന്നു പിരിഞ്ഞുപോകുമ്പോൾ ആ സ്ഥാനത്തിലേക്ക് ആ ആളെ നിയമിക്കുകയും ചെയ്യുക എന്നുള്ളതാണ്.

MR. L. C. HODGSON: Sir, I have listened with great interest to Mr. Kumara Pillai's speech, as far as I could understand it; and, with the the help of Mr. Rangaswami Aiyangar's notes, I think I have gathered most of his arguments. He tells us that there has been a very great increase in the expenditure of my department. Of course, we all know it, and Mr. George has, in his budget speech, told us the same tale pointing out how in the last decade this expenditure has gone up by leaps and bounds. Mr. Kumara Pillai complains that there is no expert in the Secretariat to control the Director of Public Instruction. It is quite true that there is no such expert there; but I do not quite see the need of such an officer. If you are going to put an expert over the head of the Director of Public Instruction who is himself supposed to be an expert in his subject, where is it going to end? You will have to put another expert over the head of that expert and so on *ad infinitum*.

Mr. Kumara Pillai next charges the Inspectorate with want of expert knowledge in the work that they have to do. In this, I think he is mistaken. As far as possible, we see that the Assistant Inspectors of Vernacular Schools are Licentiates in Teaching, in addition to being Bachelors of Arts. Even for the inspection of little village schools with only one or two classes, Licentiates in Teaching are employed. With one or two exceptions, all the Assistant Inspectors of Vernacular Schools are Licentiates in Teaching. There are a few cases in which graduates who are not Licentiates in Teaching were appointed as Assistant Inspectors some years ago. There are very few such cases now.

Mr. Kumara Pillai complained that the Chief Inspector did not read the diaries of Assistant Inspectors of Vernacular Schools. The proper procedure is for the Range Inspector to check the diaries of the Assistant Inspectors, and it is not for the Chief Inspector to do so, except one or two here and there which he might call for. He might, however, give advice to the Assistant Inspectors.

Mr. Kumara Pillai then passed on to a consideration of matters relating to the college. He spoke about the admission, or the non-admission, of students to the Junior Intermediate class. I think, Sir, that it is likely that that matter will be brought up again in the course of the discussion, and I need not go into its details at the present moment.

Then, he complains that a new group has been opened in the college, *viz.*, Group II, Natural Science, before a professor has been

appointed. Well, Sir, I do not think that the Government or the Department is to be blamed for that. The group was opened in response to the earnest requests made year after year at the Popular Assembly. Before it was opened, the first thing we did was to advertise for a professor. I may tell Mr. Kumara Pillai that, some time before the group was opened, we were considering a particular candidate, and, in fact, I myself sent a telegram, some time before the group was opened, asking whether he would be prepared to join when the course was started; but unfortunately I heard subsequently that he had left for America, and later on I received a letter from him from on board ship between Liverpool and New York informing me that he was on his way to the Chicago University and that he would not be available before next January.

I do not know to whom Mr. Kumara Pillai was referring when he said that there were three or four members of the college staff who are not worth their salt.

MR. T. KUMARA PILLAI: Sir, I said all except three or four.

MR. L. C. HODGSON: Sir, I should like very much to know who they are. Unless Mr. Kumara Pillai can give the names of these persons and particular reasons, I can take no further notice of the statement.

The increase of expenditure on the Education Department has, he complains, the effect of crippling the expenditure on other departments. If that is the case, all that I can say is that I am sorry for the other departments. As I remarked the other day, educational expenditure must increase with, and even faster than, the normal increase of the population. Perhaps, in European countries where education has attained a high pitch for centuries, the expenditure may not increase faster than the population. But, in a country like this, where there are still a very large number of persons and communities who have not come forward to reap the benefits of education, it stands to reason that, if proper efforts are made, as I believe they are being made, to induce all who possibly can take advantage of the educational opportunities offered to them, then this expenditure on education must progress even more rapidly than the natural growth of population.

The last of Mr. Kumara Pillai's remarks was that he recommended that a special officer should be sent to travel all over India to examine and study the educational conditions in other provinces and to submit reports upon which the future educational policy of Travancore should be based. I have got nothing to say against that proposal. It seems a sound proposition, but we must remember that a special officer will have to be paid very handsomely, not to mention the travelling allowance which will bulk very largely in his bills, and that would mean a further addition to the budget which we all desire to keep down to as low a level as possible.

MR. T. K. VELU PILLAI: Sir, I have to congratulate my old professor, Mr. Hodgson, the present Director of Public Instruction, on his lucid and interesting speech. I have to preface my remarks with the

[MR. T. K. Velu Pillai.]

observation that a statement from a linguistic scholar that he is not able to understand Malayalam, after being in this country for over twenty years, is really painful.

MR. L. C. HODGSON: I did not say that I was not able to understand Malayalam. I only said 'as far as I could understand'.

MR. T. K. VELU PILLAI: That shows that I am substantially correct. I did not say anything in a bad sense. I only expressed my regret at the state of affairs revealed thereby. Scholars like Colebrooke, Monier—Williams, Max Muller and Pope were doing much for the cause of Indian literature; and I would certainly desire that a man of Mr. Hodgson's calibre should do something in this direction. That is, however, foreign to the present purpose, and I shall, therefore, confine my observations to the matter in hand.

It is well known that, for several years, officers have been multiplied in Travancore. We find that almost every head of a department is being given a personal assistant. These personal assistants are supposed to be something like a steward or a nurse to heads of departments. I am against the principle of giving personal assistants, unless necessity of an unavoidable nature is made out. I do not view it as a personal affair at all; on the other hand, I am glad to be able to say that some of these people who are appointed as personal assistants are worthy of encouragement. But I find that in Travancore a place is often created for the very simple purpose of obliging the head of a particular department, or to push forward the official fortunes of a chosen individual. This precedent, Sir, is an obnoxious and injurious one, as it is not supported by a healthy principle. If self-serving statements are to be taken seriously in favour of the officers making them, I do not see any reason why the Dewan, who is a very hard-working officer, should not be given a few personal assistants, Naib Dewans or Assistant Dewans, whatever be their designation.

Sir, with all the teaching and controlling agencies and with all the lavish amounts spent on education, the results of examinations have been unsatisfactory and the *moralé* of our educational institutions has not been high. In the course of his speech, the Director of Public Instruction said that the function of the Inspector of Schools was to give advice to the Assistant Inspectors as to the development of education. I have ceased to believe in this kind of argument. In Travancore, we have an intelligent people who are quite alive to the value of education and the spontaneous enthusiasm with which they contribute money and energy towards the establishment of additional schools is a pleasing feature in our public life. It would be a great thing if the officers let them alone without exposing the founders of those schools to the thorns of a policy of delay and obstruction. There is no tangible proof of schools having been started as a result of the care and labour bestowed on educational development by the officers of the Government. The explanation offered by the Director of Public Instruction has, therefore, to be taken with a grain of salt.

Another reason why there need not be so many controlling officers is the present facility for travelling that exists in Travancore. Fifteen years ago, the conditions were very different. There was the old canoe which took twenty-four hours to reach Quilon. The advent of motor-buses and steam-boats; not to speak of the railway, has obviated the difficulty; and we find motor cars plying in places where some years ago a slow-moving clumsy bullock-cart was an object of admiration. At present, the real trouble is that these officers do not go about and pay visits to the various places and do not inspect institutions properly. Wherever they go, they are certainly lifted to the position of Deputy Dewans by persons who depend upon them. I would, therefore, request the Director of Public Instruction to exact more work out of the subordinates and to prevent the languor which is seen particularly in some of the higher officers.

In relation to this subject, I have one more observation to make. Gentlemen on both sides of the House will remember that, some years ago, there was an idea of a University for Travancore. Some of us disapproved of it; and I am one of those who spoke against it in the Sri Mulam Popular Assembly. But, Sir, politics is always changing. Different conditions require different remedies. The Madras University has now started a movement practically to exclude our colleges from affiliation and lower us to a position of inferiority. They are going to start a new system and we shall have so many difficulties to overcome. Therefore, the idea of a Travancore University, which was not quite popular at that time, has to be revived; and if that is done and if our decision happens to be in favour of its acceptance as a measure of practical politics, we shall have to consider the question of expenditure. We should bear in mind the absolute necessity for large sums of money in meeting the demands of accommodation and equipment besides the recurring charges on salaries and contingencies. The educational budget should be drawn up with great care.

PRESIDENT: Your time is up.

MR. T. K. VELU PILLAI: Then I shall resume my seat.

MR. TARIATU KUNJITOMMAN: പ്രതിവർഷം വിദ്യാഭ്യാസവിഷയമായ ചിലവു വർദ്ധിച്ചുവരുന്നുണ്ടെങ്കിലും അതിനനുസരണമായ അഭിവൃദ്ധി വിദ്യാഭ്യാസവിഷയത്തിൽ ഉൾനാടുകളിലെ ജനസമാഗ്രത്തിൽ ഉണ്ടാകുന്നില്ല. മുവററപ്പുഴ, തൊടുപുഴ, കുന്നത്തുനാട് മുതലായ ഉത്തരതീരവികാസകൂടിയ ഉൾനാടുകളിൽ താഴെക്കാണുന്ന ഇംഗ്ലീഷ് വിദ്യാഭ്യാസം സിദ്ധിച്ചിട്ടുള്ളവരുടെ സംഖ്യ അതിരത്തിൽ ഒന്നോ രണ്ടോ വീതമേയുള്ളവർ സെൻസസ്സറിപ്പോട്ടീസിന്നു കാണാം. വിദ്യാഭ്യാസത്തിൽ പിന്നോക്കം നിൽക്കുന്ന പ്രദേശങ്ങൾ ഏതെല്ലാമാണെന്ന് അന്വേഷിച്ചറിഞ്ഞാൽ ആ പ്രദേശങ്ങളിൽ വിദ്യാഭ്യാസം അഭിവൃദ്ധിപ്പെടുത്തുന്നതിന് വിദ്യാഭ്യാസാധികൃതന്മാർ പ്രത്യേകം വേണ്ട ശ്രമങ്ങൾ ചെയ്യേണ്ടതാണ്. വിദ്യാഭ്യാസമെല്ലാക്കും ചെലവ് ഇൻസ്പെക്ടർമാർ നാട്ടുകാർക്കുമാറ്റം ഇല്ലാത്തതുകൊണ്ട് മേൽപറഞ്ഞവർ വേണ്ട ശ്രമങ്ങൾ ചെയ്യുന്നതിനു പല അസൗകര്യങ്ങളും നേരിടുന്നുണ്ട്. മലയാള വിദ്യാഭ്യാസത്തിന്റെ ചുമതല വഹിച്ചിരുന്ന പരേതനായ മിസ്റ്റർ. രാമസ്വാമിഅയ്യരേയും മറ്റും പോലെ ഉൾനാടുകളിലെ ജനസമാഗ്രത്തിന്റെ ഇടയിൽ സഞ്ചരിച്ച വിദ്യാലയങ്ങൾ കെട്ടുന്നതിനും മറ്റും ജനങ്ങളെ പ്രോത്സാഹിപ്പിച്ചു പ്രവർത്തിപ്പിക്കുന്നതിനും നാട്ടുകാർക്കുമാറ്റം ഇല്ലാത്ത

[Mr. S. Krishna Aiyar.]

അ ഇവക്കു സാധിച്ചു വരാത്തതുകൊണ്ട് ഗവർണ്മെന്റിനും ജനങ്ങൾക്കും കിട്ടേണ്ടിടത്തോളം ഗുണം ലഭിക്കുന്നില്ല. ഇൻസ്പെക്ടർ മലയാളഭാഷാജ്ഞാനമുണ്ടായിരുന്നവരിൽ ഇംഗ്ലീഷ് സ്കൂളുകളിലേക്കും മലയാളം സ്കൂളുകളിലേക്കും പ്രത്യേകം പ്രത്യേകം ഇൻസ്പെക്ടർമാർ ആവശ്യമില്ലായിരുന്നു. മലയാളഭാഷാജ്ഞാനമില്ലാത്ത ഡയറക്ടർ മലയാളം സ്കൂളുകളെയും ചീഫ് ഇൻസ്പെക്ടർ ഇംഗ്ലീഷ് സ്കൂളുകളിൽ ഉപഭാഷയായി സ്വീകരിച്ചിരിക്കുന്ന മലയാളപഠനത്തെയും എങ്ങനെ പരിശോധിച്ചു വരുന്നുവെന്ന ചിന്തിപ്പാൻ അശക്തമാണ്. വിദ്യാഭ്യാസവിപ്പാർട്ടുമെന്റിൽ ആവശ്യത്തിലധികമായി വെച്ചിട്ടുള്ള പല വലിയ ഉദ്യോഗങ്ങളേയും നിറത്തി ആ സ.ഘ.കൂടി മറ്റു വിധത്തിൽ വിദ്യാഭ്യാസവിഷയത്തിലേക്കു ചിലവു ചെയ്യുന്നതായാൽ ആതു പ്രയോജനകരമായിരിക്കും. പണ്ടേതന്നെ സ്കൂളുകൾ സ്ഥാപിച്ചു കൊടുത്തു വിദ്യാഭ്യാസം നൽകിട്ടുള്ള പട്ടണങ്ങളിൽ ഗവർണ്മെന്റു സ്കൂളുകൾ കഴിയുന്നതും വിദ്യാഭ്യാസമില്ലാത്ത നാട്ടിൻപുറങ്ങളിലേക്കു മാറ്റി സ്ഥാപിക്കേണ്ടതാണ്. പട്ടണങ്ങളിലെ വിദ്യാഭ്യാസമുള്ള ജനങ്ങളാൽ ഗ്രാൻറു സ്കൂളുകൾ നടത്തിക്കൊണ്ടു പോകുവാൻ കഴിവുള്ളതിനാൽ അവരുടെ വിദ്യാഭ്യാസകാര്യം പൂർണ്ണമായി ഗവണ്മെന്റു മേഖലയും വഹിക്കേണ്ടയാവശ്യമില്ല. നാട്ടിൻപുറങ്ങളിലെ ജനങ്ങൾക്കു ഗ്രാൻറു സ്കൂളുകളും മറ്റും നടത്തിക്കൊണ്ടു പോകുന്നതിനു തക്ക പരിപ്പും പ്രാപ്തിയും ഇനിയും ഉണ്ടായിട്ടില്ലാത്തതിനാൽ അവരുടെ കാര്യം പ്രത്യേകം ഗണിക്കേണ്ടതാണ്.

മേൽപ്രസ്താവിച്ച വയടുള്ള പല നൂതനകളുമുള്ളതിനാൽ ഇപ്പോഴത്തെ വിദ്യാഭ്യാസരീതി പാടെ ഭേദപ്പെടുത്തേണ്ടതാണെന്നുള്ള എന്റെ മാനുഷസ്സഹിതൻ മിസ്റ്റർ ക്യാരപിള്ളയുടെ അഭിപ്രായത്തോടു ഞാനും യോജിക്കുന്നു.

MR. S. KRISHNA AIYAR: Sir, we are extremely proud of the position we have secured in India in respect of our educational status. If we compare the percentage of expenditure that we undergo in Travancore with the percentage of expenditure in other countries, we find that we are spending on a very high level. In England they spend just over 13 per cent. of the total revenue on education. In Mysore, it is a little above 14 per cent. In Travancore, we spend nearly 16 per cent. And if we include the industrial schools which have been transferred to the Department of Industries, it may come to over 16 per cent. We have therefore very great cause to congratulate ourselves on the amount of expenditure that we are meeting under the head of education. But are we getting adequate return for the amount we are spending? I fear we are spending too much on the *administrative* side of education and not on *real education* itself. I have been talking with a few educationists here and elsewhere and some of them definitely opine that the place of the Director of Public Instruction itself is an ornament. I have absolutely nothing to say against the present incumbent. As has been pointed out, a sound knowledge of the vernaculars is essential for a Director. At present, as I understand it, what is being done in the office of the Director of Public Instruction is only to concentrate the correspondence from the primary and secondary school departments and pass it on to the Government. The gentleman who is at the head of the primary school department is a responsible officer drawing a high salary. He is in a position to correspond with the Government direct.

As regards secondary education, this department is also under another responsible individual and he may be trusted to correspond directly with the Government. If, as Mr. Kumara Pillai observed, an officer with experience in the department, one able to advise the Government in respect of details, be put in the Secretariat, that will suffice without all this cost to Government. My belief is that the Principal of the College carries on correspondence directly with the Government.

MR. L. C. HODGSON : The Principal does not correspond direct, but only through the Director.

MR. S. KRISHNA AIYAR : I apologise. Coming to the Inspectorate, we have really more Inspectors than we want. As regards the sort of work they are doing, I fear we are not getting an adequate return for our investment. Take the Secondary School Inspector who goes to inspect a High School in Travancore. He finds an expert chemistry teacher of ten or twelve years' standing teaching a class in chemistry. He would not be able to influence that teacher in any way unless he were a specialist in chemistry himself. The same will be the case when he goes to inspect the work of any other teacher of a technical subject.

So far as secondary education is concerned, the sort of education we have developed is not of much practical value. Our ideals of education themselves are in a state of flux; a reconstruction of those ideals is essential. We hear plenty of talk about vocational instruction and technical education and fitting the young to take their part in real life—not in literary life—but in actual practical life. We find that several schemes are in contemplation in different parts of the world. It is high time for us to look around and get gentlemen like Mr. K. V. Rangaswami Aiyangar to evolve a fitting scheme for the future generation. We may not be able to depend in future upon the cultural system of education now in vogue. As I started with observing, the expenditure on education is increasing and we are not getting any adequate return. There seems to be an impression that the greater the expenditure the greater the efficiency. I beg to read one or two statements made in the House of Commons by gentlemen of wide educational experience. Sir P. Magnus observes: "There is no greater fallacy than to suppose that the efficiency of education bears any direct proportion to the amount spent upon it". Another eminent expert holding the same opinion observes—

PRESIDENT : Time.

MR. S. KRISHNA AIYAR : I stop here as my time is out.

MR. K. C. MAMMEN MAPPILLAI : Sir, there is another motion put down in my name and I should like to talk about that and the present motion together.

RAO BAHADUR K. V. RANGASWAMI AIYANGAR : Sir, Mr. Mammen Mappillai says that the two motions may be taken up together. But, unless we know what Mr. G. Paramesvaran Pillai is going to say about the reduction of establishment, how can the two motions be taken up together?

[Mr. K. C. Mammen Mappillai.]

PRESIDENT: The gentlemen against whom the motions stand have admitted that the motions are identical.

MR. K. C. MAMMEN MAPPILLAI: So far as I am concerned, my motion is identical.

PRESIDENT: I think that it has been already agreed that all the three motions are identical.

MR. K. C. MAMMEN MAPPILLAI: Sir, the points I wish to emphasise in this connection were raised by me in the course of the general discussion on the budget. I have had, as far as possible, a very close acquaintance with the internal working of the Education Department, first, as Mr. Hodgson said, as the headmaster of an English High School, and later on, as Mr. Hodgson's colleague on the Education Committee, and, also as a member of the Sri Mulam Popular Assembly for several years who used to take some detailed interest in the working of the department and who was privileged by Dr. Mitchell and others to see something of the inner working of the department, so that I might understand and criticise the department with a greater understanding of the situation.

I have come to the deliberate conclusion that, so far as the controlling agency of the Education Department is concerned, it is very considerably overmanned. I shall not go into details. But I may venture to assert that, if a Committee of this House were to go into the details of the work of the offices of the Director and of the Inspectors, the only possible conclusion that could be arrived at would be that most of the points that are now engaging their attention are entirely trivial and may be relegated to some subordinate agency—one competent and energetic officer who knows the vernaculars of the country. I should very much like to see a son of the soil being put in charge of the whole Education Department. If that is done, if one possessing the necessary qualifications and experience were put in charge of the department, the Director, the Inspector of Secondary Schools, the Chief Inspector of Vernacular Schools,—all these posts could be abolished and the whole work could be very satisfactorily and very efficiently carried out. I do not want to say that those who are occupying such positions should be got rid of before their tenure of office is over. My suggestion is that, whenever there is a possibility of getting rid of these appointments, the opportunity should be availed of by the Government, so that the ideal which I have in mind might be realised at the earliest possible moment.

If I were to detail some of their functions, especially those of the Inspector of Secondary Schools, it would amuse and irritate this House. I have had some idea of the way in which the Inspector is behaving towards the managers of the various schools that are put in his charge. It has often occurred to me that his work has been one of obstruction and persecution rather than of encouragement in the proper direction. There is nobody to look into the details and these

poor managers who have spent a lot of money in putting up school-buildings and starting schools are at the mercy of the Inspector. They have to dance to the tune set by the Inspector who has been taking very full advantage of his position. I say deliberately that the position is being rendered very impossible by the present Inspector of Secondary Schools. If I had time, I could detail several instances regarding the way in which he has been doing his duties. I would simply say once again that his work is one of obstruction rather than of encouragement to the private agencies that are carrying on the work of education in this country. I shall not dilate upon the subject. Just as the devil always finds work for idle hands, so the Inspector and the Assistant Inspectors, by whom we are overburdened, are all making themselves, somehow or other, busy at the expense of the poor managers who are engaged in the difficult task of education. I therefore suggest that, at the earliest possible opportunity, the posts of the Inspector of Secondary Schools and of the Chief Inspector of Vernacular Schools be abolished. When the time comes, the whole department should be under the control of a son of the soil who will be experienced enough to hold charge of it.

MR. T. LAKSHMANA PILLAI: Sir, while, between the years 1084 and 1095 M. E., the revenue of the State has increased only by 50 per cent., it will be seen from the following statement that the expenditure on education has gone up by 23.9 per cent., and that, out of education itself, the ratio which the expenditure on vernacular education bears to the gross expenditure on education has risen from 46.6 per cent. to nearly 60 per cent.

Year.	Gross expenditure on Education.	Expenditure on Vernacular Education.	Percentage.
	Rs.	Rs.	
1084	7,41,764	3,55,690	46.6
1085	7,60,364	3,81,670	50.2
1086	7,95,713	3,89,031	48.9
1087	9,55,951	4,99,235	52.2
1088	12,84,450	7,05,093	54.9
1089	15,89,080	9,01,506	56.7
1090	18,53,540	10,10,211	54.5
1091	20,03,352	11,28,210	56.3
1092	20,65,254	11,96,776	57.9
1093	22,21,674	13,10,110	58.9
1094	23,46,853	13,83,542	58.9
1095	25,83,442	15,31,635	59.3

It will thus be seen that the requirements of vernacular education have been expanding at a phenomenally excessive pace, such as finds no parallel under any other head of expenditure in the budget. To meet this ever-increasing demand, drastic cuts are being made here, there and everywhere; and every important department has been more

[Mr. T. Lakshmana Pillai.]

or less, laid under contribution. However important vernacular or primary education may be in itself,—and I make no attempt to under-rate the same in the least,—and while we should be extremely thankful for the generous encouragement given to it by Government, I submit that its needs should not be made to outgrow a certain limit, at least the limit beyond which the important and pressing needs of the other departments would be adversely affected. To make a drastic cut here and a cut there, without a guiding principle, would, it appears to me, be an imprudent, nay, a dangerous experiment. It may mend matters for some time, but it is surely not a satisfactory solution of the problem. How long is this experiment to continue? The remedial measures that have been sought and applied hitherto may be likened to the symptomatic treatment of a disease. The symptoms are treated one after another, but the disease is still there as its root-cause has not been traced or dealt with. The general public opinion that we are on the brink of bankruptcy, to which the Financial Secretary in his speech on the budget referred, is, I think, not to be altogether despised. The problem, if it is not now taken up, will have to be squarely faced in the near future, as it is likely to prove progressively more difficult to be dealt with as time passes on. Even now, the struggle for financial purposes between the various departments has become intolerably keen. Then, why not face the problem at once?

As already stated, I am far from belittling the importance of primary education for our State, *on its own account*. At the same time, attention has to be pointedly drawn to the real condition of things, as it cannot be blinked out of view. May I be permitted to state that it appears to me that the real solution of our financial difficulties, the crux of the whole problem, lies here, on the regulation of the expenditure on education, which is assuming alarming proportions in relation to the total revenue of the State? Once this expenditure is properly controlled, the condition of the other departments will get right again as before. The number of school-going children, both male and female, and the number of schools (I have not the statistics with me at present) are *enormously* on the increase—an increase, I suppose, not paralleled in any other part of India (at least so far as female education is concerned). We may be glad about it, and even be justly proud of it. But it is quite another matter when we come to the question of financing it. To meet this continually and *abnormally* increasing demand, *viz.*, that of vernacular or primary education, from the general revenues whose annual increase is only *normal*, appears to me unfair and risky in the extreme. We have to make special provision of some other sort for financing the item. I would say there would be nothing wrong in making a fixed contribution, say of Rs. 5 lakhs or Rs. 7 lakhs, from the general revenues towards this branch of education, leaving the rest to the people. Municipalities and local bodies may be organised and saddled with the work, the task of supervision alone being

reserved with the Government. Unless and until this is done, this item will surely grow to be, as it has already somewhat become, an uncomfortable, imperious and aggressive neighbour to the other departments of the State, and is likely to swallow up big morsels from their allotments to an extent against which they have a right to protest. Probably, for one or two years more, we may be able to manage things by temporising expedients, large slices being cut out of the necessary expenditure of other departments and also by refusing to open new schools where they are wanted, but afterwards the problem *must assume a highly menacing aspect*. Have we not already had to cut down D. P. W. expenditure by Rs. 5 lakhs, to postpone the building of quarters for the excise staff at Tamaracolam and to make strenuous attempts to curtail the expenditure on salaries and establishments which have, after all, only attained normal development?

I hope Government may be able to tackle this problem at an early date and seek other solution for it than starving the remaining departments of the public service. I trust that those observations will not be taken as aimed against any necessary or reasonable retrenchments in other directions than education. While my reasons for objecting to the abnormal increase in expenditure under education do not entirely coincide with those of the mover and while I feel that any reduction may tend to paralyse to a certain extent the beneficent activities of the department, I beg to draw the attention of the House to the urgent necessity for devising measures to control and regulate the expenditure on primary education directly chargeable to the general revenues, by the organisation of local bodies.

MR. G. PARAMESVARAN PILLAI: Sir, I desire to make a few observations on the appointment of the Director of Public Instruction. I wish to draw the attention of the House to the fact that the system of recruitment to the place of the Director is based on an entirely erroneous principle. As stated already, it will be very desirable to have as Director a person who understands the languages of the country and who is in touch with and can appreciate the local conditions, both social and economic, which play a large part in the work of the department as a whole. As for the Directorship, at present, it merely affords an opportunity for the Principal of the Arts College to get a promotion. He may be the senior educational officer in the State; but, all the same, *that* should not be the guiding factor when the recruitment to the Directorship is effected. It is very unfortunate that a square man who aspires for the post of Director has to pass through the round hole of the Principalship. We have among us one or two competent officers for the place—men like Mr. Raja Raja Varma who has had 30 years' experience in the Education Department, and Mr. Rangaswami Aiyangar, who is intimately connected with the University. It has been declared by Government that there is no post which is reserved for Europeans. That was the answer given to an interpellation two years ago. The Darbar Physician's place is filled by an Indian; and the Chief Engineer's place is soon likely to be filled by an Indian. And it is certainly very refreshing

[Rev. Fr. Kuriakose Vettikkapalli.]

to note that even Mr. Mammen Mappillai feels that the Director of Public Instruction should not be a European. His objections against the Travancorean were limited perhaps to the Commissionership of Police.

Mr. Mammen Mappillai referred to the want of sympathy and encouragement on the part of the European Inspector of Secondary Schools and the European Director in regard to aided institutions. I do not know what amount of truth there is in this allegation. But I might say that it is not likely that they will sympathise with our aspirations. Perhaps there is nothing deliberate in their attitude. I am not quite sure whether the managers themselves are not to blame for the obstructive procedure adopted by the Inspector or the Director. Oftentimes they run the institutions on a commercial basis and there is a natural clash between them and the department.

There is one other point to which I would draw the attention of this House. The work of the Director is not controlled by the Secretariat. It is not at all surprising that the Director of Public Instruction does not relish that idea. He would naturally resent that an expert should be controlled by another expert. So long as the Director of Public Instruction is the head of the department, he will be in a position actually to control and direct the entire administration of the department. Both the Director and the Secretary in charge of the department devote their attention more to the administrative than to the really educational side of the work. Their main concern seems to be the appointment, transfer and promotion of the teaching staff. So much attention is paid to education in the Secretariat that the departmental policy is left to be moulded by the Secretary in charge of Land Revenue. The Dewan and the Chief Secretary cannot, of course, be expected to devote their personal attention to this all-important department. It is of the utmost importance that this department which spends nearly Rs. 35 lakhs of rupees and which is closely related to the material and moral progress of the people should be controlled by a competent member for education.

The teaching work cannot be said to be satisfactory or efficient. I do not think that the large expenditure incurred on account of the controlling agency is justified. The teaching is poor, as shown from the Intermediate results and the large number of pupils that are denied admission in colleges as being below the mark.

So far as discipline is concerned, we had a splendid exhibition of it during the last Kanni. This is how the department is working.

The large expenditure on account of the Personal Assistant and the Manager and the Director is not at all justified. A good portion of the expenditure provided under the above items may well be reduced.

REV. FR. KURIAKOSE VETTIKKAPALLI: Sir, in rising to support the motion to reduce the allotment for the controlling agencies of the Education Department, I wish to make one observation in support

of what has been said by Mr. Mammen Mappillai. We know from the Administration Report that, in the departmental English schools, there were 15,200 pupils and the average *net* expenditure per pupil was, in 1096, Rs. 8-chs. 17. The strength in private schools was 8,772 and the average *net* expenditure to the Darbar per pupil was Rs. 4-chs. 3—not even one half of the other. The strength in the private unaided schools was 13,893, which cost the Darbar nothing. The pupils in departmental and private aided schools in 1096 were 1,87,875 and 1,53,546 respectively. The average *net* cost per pupil was Rs. 6-19-0 in the departmental schools and Rs. 2-21-0 in the private schools. The number of pupils in private unaided schools was 9,717, which cost the Government nothing. From this we see that private agencies have taken upon themselves very willingly a great portion of the burden of Government in giving education to the subjects of His Highness the Maha Raja.

But now, from the department, especially from the Inspector of English Schools and the Assistant Inspectors, the treatment which the managers who have taken upon themselves willingly this burden are receiving is not very fair, because I think their number is too many—beyond all proportion. They are, as Mr. Mammen Mappillai observed, and as we who have one or two schools under us feel every day,—they are really an obstruction in the way of the development of education. I could give you many instances in which these Inspectors, instead of giving sound advice, directing the work of the managers and encouraging them, have been doing more injury to the cause of education than helping it on. An instance would perhaps prove the truth of the case. Once the Inspector of Secondary schools, who, according to the Code, has no power with regard to the withdrawal of the recognition of a High School, was bold enough to send an order to the manager of an institution without quoting even the number of the order of the Government or the Director, saying that recognition was withdrawn. From the tone of his orders we can see that the Inspector treats his managers not as his helpmates or supporters, but as his paid servants. He has even gone the length of dismissing one who is after all a manager of a private school.

MR. L. C. HODGSON: Which school, please?

REV. FR. KURIAKOSE VETTIKAPPALLI: St. Mary's School, Alwaye.

I can give you many instances from personal knowledge and from information received from other managers. We see that this is the way in which they are helping, advising and trying to encourage education. This is the sort of work that is being done by the Inspectors. I would strongly support the motion and request the Government to bring the number down to as small a figure as possible, so that we may have less of the evil from this kind of people.

MR. K. P. RAMAN PILLAI: Sir, I am inclined to take a different view of the whole matter. As has often been remarked in this hall,

[Mr. K. P. Raman Pillai.]

there are two sides to every picture and two aspects to every question. (*Laughter.*) No doubt, the expenditure on education is going up; and in every civilised country it is bound to go up. It is incumbent on the State, I believe, to teach only the three R's from the general exchequer. But, as regards higher education, I contend that it should be left to municipal and local bodies to look after.

Much has been said to the effect that the high cost of education in Travancore is due to the high cost of the controlling agencies. I regret I have to differ from the gentleman who has expressed such a view. I remember—although I was only a school-boy then—the condition of schools during the pre-Mitchell-Code days, when private managers were conducting schools merely as a commercial business; and so Dr. Mitchell put his foot down on it. But he went to the other extreme, and many schools suffered. Repeated representations made to the Government ended in taking away the rigour to a very great extent. We had only one Inspector of English Schools and all the persecution that is spoken of refers only to the present gentleman. It may not be surprising to some of my friends to hear that I had the privilege of being a headmaster for a short time in an unrecognised school under an unrecognised agency. Dr. Mitchell refused to recognise that school for three years; and I would never blame him. I would never blame that school also. That school never deserved recognition (*Laughter*); and but for me it would never have got recognition. I had always a resignation letter ready in my pocket. I used to order books and appliances and things of that kind without asking the manager. And if the manager did not sign the V. P. order, I would just hand in my resignation (*Laughter.*) In that way, in the course of three months, I was able to put the school in such a way that it met all the requirements of Dr. Mitchell's Code. And when the Dewan and the Director came round, they had absolutely no fault to find with the school; and it was recognised.

I know Mr. Pryde. He appears to be a very estimable gentleman who knows much more of education than many of the gentlemen in this House can boast of. The persecution that is now laid at his door is because he is a strict man who wants things to be done and wants education to be conducted not on a commercial scale, but in such a way as would benefit the pupil and turn out good boys and good girls out of these educational institutions, which, of course, the managers would resent.

Speaking of the suggestion to appoint a son of the soil when Mr. Hodgson retires, it is a very good idea. Granting that sons of the soil are available, there still remains the question whether all the sons of the soil would agree to any particular person being appointed to succeed Mr. Hodgson. There is the communal question cropping up; and till the sons of the soil are able to decide among themselves as to how the

recruitment should be made, I think it is better that a European directs the destinies of education in Travancore.

Now we are not getting our money's worth, but in a different direction. The *net* cost is too heavy, because the young men and the young women turned out of these schools and colleges, especially the vernacular schools, are not able to find any employment for themselves. And later in the day, I shall be asking Mr. Hodgson to tell us, substantiating my question with some more detailed figures, what these young men are fit for, if Government close their offices against them, as they are practically doing now,—for want of vacancies, no doubt. The object of education so as to get our money's worth must be that the men equipped with that education are able to fit themselves up for the struggle for existence that awaits them outside and earn their daily bread.

MR. J. JOHN NIDIRY: Sir, at the very outset, I must confess that I have very little acquaintance with the working of the Education Department, and therefore I shall make a few observations merely from a layman's standpoint. As has been pointed out by my friend, Mr. G. Paramesvaran Pillai, we find a good deal of laxity in the discipline of our educational institutions. Whether it is due to the overmanning of the controlling agency or the want of sufficient men to control, I am not in a position to say, though the general impression is that we have too much of controlling agency. If it is really due to the want of a sufficient number of officers on the controlling staff, I for my part shall be glad to have one more Director or Inspector, provided that discipline could be assured. But it is said that we are having too many teachers without proper work in Vanchiyur and other schools, that for want of sufficient work the teachers sometimes indulge in non-cooperation and other movements, and that that is one reason why disciplinary measures are not properly enforced. If that were the case, it would be advisable to reduce the number of teachers in the departmental schools. Anyhow, disciplinary measure is a thing which we very badly require at this time in Travancore. I am rather indifferent as to whether the Director is a European or an Indian. I am only particular about discipline being properly maintained in schools. As far as the very educational policy of the State is concerned, I am also afraid of the overswelling of expenditure in the department. The only suggestion I can make in this connection is to encourage private agencies as far as possible. So far as the policy of departmental heads is concerned, I think that it would be advisable for them to show some more sympathy to private school managers than is the case now. I think much more sympathy should be shown to the managers who spend so much money and so much energy for the public good.

One more point which I wish to bring to the notice of the House in this connection is that, whether the controlling agency is reduced or not, we are having unnecessary expenditure by way of multiplicity of avoidable and costly note-books and text-books.

[Mr. P. K. Narayana Pillai.]

MR. G. PARAMESVARAN PILLAI: I rise to a point of order. I wish to know how this comes under controlling agency.

PRESIDENT: What he means to say is that the controlling agency is not doing its work properly in this direction.

MR. J. JOHN NIDIRY: Sir, that is exactly my point. If the controlling officer bestows more attention, much unnecessary waste may be avoided, which the parents and especially poor parents feel as an insufferable burden.

MR. P. K. NARAYANA PILLAI: Sir, as to the question of the controlling agency, after all, the proposed cut is only of a very small sum of Rs. 1,000. If it is possible to meet the House half-way, I think much argument need not be expended on this question. If it is not possible, I wish to say some more things.

MR. G. PARAMESVARAN PILLAI: May I suggest to Mr. P. K. Narayana Pillai that the motion was only to discuss the principle of having the Director, Inspector or Manager and all that?

MR. P. K. NARAYANA PILLAI: Coming to the question, we see, from the budget for the year 1095, that, on account of the Director, Rs. 41,300 was proposed to be spent; in 1096 it came down to Rs. 28,500; and in 1097, direction alone was budgeted for at Rs. 28,000 while for the coming year it is rising up to Rs. 34,800. I draw the attention of the House to the budget figure for 1095. That was accepted on the basis that there was a Deputy Director attached to the Director's office. That office was abolished some time ago and everybody thought that the cost of direction would not rise so high. This year it has gone up by about Rs. 6,000 with the result that the budget estimate stands at Rs. 34,000. This increment on account of direction, I think, is due to the addition of a personal assistant to the office of the Director. Now, how the necessity arose for a personal assistant is not clear. Whether it was at the instance of the Director to relieve him of office work or whether the Government thought it fit to create the office of the personal assistant after the abolition of one Range Inspector is not clear.

MR. L. C. HODGSON: I asked for a personal assistant long before the abolition of the range was dreamt of.

MR. P. K. NARAYANA PILLAI: If Mr. Hodgson required a personal assistant, then with what particular object he required the personal assistant is not clear. If it is simply for getting through the routine of office work, a personal assistant paid about Rs. 350 is not necessary. If it is for more responsible work, i. e., for really assisting the Director in the direction of education, I am raising the question whether the Director is not abdicating some of his own work. If so, should there not be a corresponding decrease in the pay of the Director? May I put the question for the consideration of the Government, if it is really due to the inability of the Director to cope with his legitimate duties,

that he is practically shoving them on to the shoulders of inferior officers? After all, probably the manager would be able to look after this routine work.

Coming to the question of the work of Inspectors, generally,—I am referring to the Administration Report of 1096,—the Inspectors have not come up to the expectations of the Government in the matter. The Administration Report says:

"The Director has reported that the work of the 3 Inspectors of English Schools and 2 Range Inspectors of Vernacular Schools was satisfactory. Of the 2,505 Vernacular Schools in the State, 1,848 had their annual inspection during 1096, which gives an average of 84 annual inspections for each Assistant Inspector. The Darbar has reiterated that it should be possible for an Assistant Inspector to conduct an annual inspection of 100 schools satisfactorily and is insisting upon every Assistant Inspector showing this minimum during the current year."

That was what the Government expected. From the standpoint of the Government their work was not satisfactory. From the standpoint of the Director, he seems to have reported that, with reference to a portion of Inspectors, the work was satisfactory. Of course, so far as I have been able to understand—not from a formal source of information, but informally,—my own information is that the work of inspection has degenerated into a sort of routine. What exactly is meant by inspection being satisfactory or unsatisfactory is not clear. How many arrears have been detected by these Inspectors? What new courses have they suggested? All these are points on which we have no information. One Inspector went to a particular school. He was deceived by the headmaster bringing a number of boys from the adjoining bazaar and palming them off on him as students. The Inspector never knew that.

MR. K. PARAMESVARAN PILLAI: Sir, I fully agree with my friends who spoke before me in their view that the Directorate of English education is overmanned. We find, from the Administration Report for 1096, that the number of recognised vernacular schools in the State was 2,876 and the number of pupils attending them 3,51,609. The education of these 3,51,609 pupils in 2,876 schools is now controlled by an Inspector of Schools getting Rs. 450. From the same report, we find that the number of recognised English schools in 1096 was only 149, with a strength of 37,641 pupils. This is fairly one-twentieth of the number of vernacular schools and about one-tenth of the number of pupils therein. For the direction of these 149 secondary schools with 37,641 pupils, we have got an Inspector of English schools paid Rs. 750. Now, Sir, from this alone it is quite clear that the Inspector of English Schools is certainly a superfluous appointment. So far as the Director is concerned, his work is supposed to consist in the co-ordination of the work of the two Inspectors. So long as he is not acquainted with the vernacular language of the country, it is clear that he cannot do very much in regard to the control and supervision of vernacular education. Evidently, therefore, it is for that reason that a highly-paid personal assistant has been asked for and given to him. So it appears to me that the place of the Inspector of Vernacular Schools may very well be abolished now; and if the Director is a person acquainted with the language of the

[Mr. N. Ramakrishna Pillai.]

country, his personal assistant may also be very well dispensed with. A great deal of saving may be effected by reorganising the department on these lines.

Though I have myself no intimate knowledge of the working of this department, having been connected with the management of some English and vernacular schools, I know as a matter of fact that, owing to the ignorance on the part of the European officers of local conditions, a great deal of hardship is caused to the managers of schools. From my own personal experience I have found that, instead of encouraging the opening of new schools and the adding of new classes to existing schools, the Directorate seems to throw obstacles in the way of those desirous of advancing the cause of education by demanding impossible standards. It would thus be a very good thing and it would also cheapen expenditure on the Directorate, if you could get as the Director of Public Instruction one who is very well acquainted with the vernacular of the country and who has an adequate knowledge of local conditions. In that case, I have no doubt that the personal assistant could be easily dispensed with. The Inspector of English Schools is a luxury and absolutely unnecessary for the inspection or the management of English schools.

MR. N. RAMAKRISHNA PILLAI: I am sorry that the mover did not ask for any substantial reduction, but was satisfied with a discussion of the policy alone. I believe there is considerable scope for reduction of expenditure under controlling agencies. We see from the provision made in the budget that there are 25 Assistant Inspectors to do the work of inspection, besides two Assistant Inspectors who are to act as personal assistants to the English and Vernacular Inspectors of Schools. I hope that it will not impair the efficiency of inspection if, out of this large staff, a reduction of at least six Assistant Inspectors is made. With the adoption of some useful reforms in the present system of correspondence and in the preparation of reports, etc., and with a slight enhancement of their powers, the Assistant Inspectors can be made to do much more useful work of real inspection than at present. It seems to me, however, that no useful purpose will be served by a discussion of this subject apart from a general scheme of reform in respect of the present system of education. It is only necessary to point out here that, even under the present circumstances, a reduction of at least half a dozen Assistant Inspectors could be made without impairing the efficiency of the service.

With regard to the educational experts, I understood the mover as deploring their absence not only in the Secretariat, but in the Education Department also. Education has advanced to such a state in this country that it is no longer possible for the Government to guide its policy without the advice and assistance of an educational expert who can understand the needs of the people and who is able to carry out all necessary reforms. The policy of promoting *as a matter of course* the Principal of the College to the office of the Director of Public

Instruction is not at all sound. The qualifications of an educationist and a professor are wholly different and it is only in very rare cases that we find a combination of these qualifications in the same person. With these remarks, I support the motion.

MR. PAUL V. DANIEL: Sir, I have only a word or two to say. Before one attacks a place created by the Government, one should ascertain the principle on which and the necessity for which that place was created. The necessity or otherwise of a place should not be decided with reference to the undesirable conduct of the particular person who occupies it for the time being. The remedy in such cases is to get the man evicted from the place and this will produce the desired effect. But, here, the attacks were mostly made against certain necessary appointments, simply because of the aversion the speakers have for certain probably incompetent and unpopular officers who now hold those appointments. However, apart from any such prejudice, I am of opinion that at least the posts of personal assistants are superfluous and that their services may be better utilised in teaching or inspection work. Sir, all unnecessary intermediary appointments should go. This cannot, of course, be effected within a specified time. There should be a definite plan and, as vacancies occur, the men should be absorbed.

MR. T. K. VELU PILLAI: Sir, as we have got a very heavy programme, I propose that the question be now put.

PRESIDENT: Here is a motion for closure. Does the House want a closure?

MR. G. PARAMESVARAN PILLAI: I support the motion.

PRESIDENT: Before I put the motion to the vote, I may explain what it means. If a member thinks that a motion has been discussed for a sufficiently long time and that it is not profitable to continue the discussion any further, he can move for a closure, which means that the discussion will stop, except in regard to the mover of the motion and the official member, who have got their right of reply. Mr. T. K. Velu Pillai thinks that the matter has been sufficiently discussed. I want to know from the House whether it considers that the motion has been sufficiently discussed, or whether it would like to hear other members before Mr. Kumara Pillai replies and before Mr. Hodgson gives his final reply.

MR. K. C. MAMMEN MAPPILLAI: . Have I a right of reply?

PRESIDENT: No.

The motion for closure was then put and carried.

PRESIDENT: Mr. Kumara Pillai, you may now reply.

MR. T. KUMARA PILLAI: എനിക്ക് ആദ്യത്തേതിൽ കൂടുതലായിട്ട് ഒന്നു പറയാനില്ല.

MR. L. C. HODGSON: Sir, a great deal has been said by a large number of members; and it is impossible for me, in the very short time at my disposal, to reply to everything that has been said. I will deal

[Mr. L. C. Hodgson.]

with some prominent matters before I pass on to support my motion for the demand.

Several speakers have commented upon the fact that I am ignorant of Malayalam. I plead guilty, Sir, but I do not think I deserve to be blamed for this, because when I came to Travancore, nearly twenty years ago, I was employed as a Professor of the College to teach the English language. I never dreamt during those years that I should be raised to the sublime height of the Directorship. In fact, there was no such office at that time. Had I the time, I might have tried to learn Malayalam; but the duties of the Directorship leave no time for that. Mr. Velu Pillai alluded to one very important matter—which he did very skilfully. I mean, the question of the future University of Travancore. I should like to take this opportunity of saying that that is a scheme in which I have for some years been very much interested. I believe the time is bound to come when we shall have a University of our own.

Mr. Krishna Aiyar described the office that I hold as an ornamental one. No one would be better pleased than I should be, if it were so. But I fear I could explain that it is very very far indeed from being merely ornamental. He next denounced inspection as being of very little use, asking what an inspecting officer can do with regard, for instance, to a teacher of chemistry of ten years' standing, whose methods have become fixed by long practice. My experience—and I think it is also the experience of Mr. Pryde—has been that the teachers of several years' experience want to be kept up to date. They are apt to follow antiquated methods, and to get into a groove; and it is very necessary for an Inspector to go round and put them right and instruct them to teach on modern lines.

I was very sorry to hear from my friend, Mr. Mammen Mappillai, that the present Inspector of English Schools is an obstructionist. One or two other people said the same thing.

Mr. Mammen Mappillai commiserated the poor managers who, he said, were at the mercy of the Inspector and who had nobody to look up to in their trouble. I deny this, Sir. Ever since I have been in charge of the Department, I have made it my business to know the managers and to gain their confidence; they know very well that, if they are in any trouble or difficulty, they can come and see me and explain their trouble; and many of them have done so.

The next point was that referred to by the Rev. Fr. Kuriakose Vettikkapalli. He said that the manager of a private school had been dismissed by Mr. Pryde. Again, I have to plead guilty. The manager in question was not dismissed, but the department ceased to recognise him as manager on a report received from the Inspector, by an order passed by me under the authority vested in me by the Education Code.

A point advocated by Mr. Lakshmana Pillai and others was that the expenditure on education should be met by Local Boards and Municipalities. I am in hearty agreement with them. I may say that, a few years ago, a committee was appointed, of which Mr. Subba Aiyar was a member as also the late Mr. Mahadeva Aiyar, by which this question was discussed. It was again brought up by the Education Expenditure Committee two years ago; and I hope the time will come when Municipalities and Local Boards will shoulder their share of the burden and relieve the general taxpayer therefrom. I do feel, Sir, sadly indeed, the truth of Mr. Nidiry's observations that in the past year there was considerable unrest amongst the student population in this country. I do not agree with the member in attributing this to the existence of too many teachers, but rather to the enormously large number of pupils in our schools. I have always contended that a school, to be properly managed by one man, should not exceed 500 in strength. But in the Vanchiyur School, there are more than a thousand pupils. Mayelikara has 900, Párrur and Kottar some 700 or 800 and so on. It must also be remembered that it is not possible to have a real control over the student population, unless the authorities have a continuous disciplinary control through a hostel or a boarding house recognised and organised on proper lines. Until that is the case, school pupils will always be more or less out of hand, since they are subject to school discipline only for some five hours every day out of the twenty-four, and under little or no effective control during the remaining nineteen. Mr. P. K. Narayana Pillai calls attention to the increase of expenditure on the Directorship. If he would look a little deep into the matter, he would find that there is no increase under Controlling Agencies as a whole. The cost of Directorship itself has increased partly by the appointment of a personal assistant, and partly by the revision of salaries.

MR. P. K. NARAYANA PILLAI: I beg to point out to the member that there is a general increase in the total expenditure on controlling agencies. In 1097, the budget estimate was Rs. 1,74,000. This year it has gone up considerably.

MR. L. C. HODGSON: The estimate for 1098 is Rs. 1,80,000, while the revised estimate for 1097 is Rs. 1,81,200. There is thus a slight decrease under the heading 'Controlling Agencies'. Mr. P. K. Narayana Pillai stated that sometimes inspecting officers were deceived by private managers and he referred to a case in which a manager collected a number of boys not belonging to his school into his classes in order to impress the Inspector by the number. With regard to this, I would, in the first place, remark that the incident to which the member refers occurred as long as twenty years ago, and that it did not deceive Dr. Mitchell, and, secondly, that Inspectors are only human and, like all human beings, are liable to be deceived by dishonest persons. In reply to Mr. Paramesvaran Pillai's remarks, I should like to say that the department is anxious to encourage the opening of new schools and of higher classes in existing schools, and that I myself take a personal interest in this matter. The practice is for these cases to be dealt with by the

[Mr. L. C. Hodgson.]

Inspector of English schools on receipt of my final order. The great difficulty we have to contend against is the neglect of the managers or would-be managers of private schools to observe the rules of the Education Code. One of these is that application to open a new school should be made six months before the beginning of the school year; and yet, notwithstanding this rule, an application to open a new school was made last year by a person present in this hall some days *after* the beginning of the current school year. If only the managers would read the Education Code and comply with it, we who have to administer it are only too willing and anxious to give them every possible encouragement. I can assure Mr. Paramesvaran Pillai that I myself have been doing everything in my power to facilitate the opening of English schools in recent years.

Coming, Sir, to the main object of the motion *viz.*, the appointment of the personal assistant in my office and the alleged overstaffing of the Inspectorate, I should like to say that a personal assistant is absolutely necessary, because I have found it quite impossible to deal with the enormous volume of work that I have to dispose of, without somebody to assist me. When you recollect that there are some 3,000 schools with over 4,00,000 pupils and over 8,000 employees with whom I have to deal, and when you recollect that every person related to a pupil,—father, cousin, brother,—all come to me and write to me and I have to answer these letters—and when you consider that as many as 21,000 letters are received in, and 17,000 letters are despatched from, my office in the course of a year, and when you also consider that I have to administer a budget of Rs. 35 lakhs, when you come to realise the number of examinations I have to conduct,—and anybody who has conducted an examination on a large scale over a wide area knows the volume of work and the tremendous responsibility it involves,—when you come to consider how much of my time these things take up, it will be apparent that practically no time is left to me for the really important duties of my office, *viz.*, the work of administration and control, the dealing with the large questions, and the laying down and carrying out of the policy of the department.

MR. T. K. VELU PILLAI: Will the Director be pleased to state whether there cannot be any more decentralisation?

MR. L. C. HODGSON: I have decentralised as far as I can. The Inspectors already have, in my opinion, more work than they can do. They have not only inspection, which is very heavy,—the inspection of 42 English High schools with pupils running from 1,200 to 300 or 400 and of some 90 Middle schools,—but Mr. Pryde is also very much overburdened with other items of work and so are all the other Inspectors. My time is nearly up. All I have to say on this point is that a personal assistant is absolutely necessary. Dr. Michell's health, when he retired, was so impaired by overwork that he could not have taken an extension; Dr. Bishop was so shattered that he died shortly after his retirement. Two managers of the Director's office died from overwork and the only

thing that supprises me is that I am alive to tell the tale. In conclusion, let me point out that, in a big department like that of education, things can never be constant. The object of the Government—and I may say of myself—is always to adjust things to changing conditions and circumstances, and that always with an eye to economy. I assure you that, in drawing up this budget and in asking for a personal assistant and in retaining these inspecting officers, I have acted with due deliberation and I can only say with all seriousness that I believe that every item, every chackram, every cash that I have asked for is necessary.

PRESIDENT: The discussion has been brought to a close. Do you press the motion?

MR. T. KUMARA PILLAI: ബാർ എൻറ പ്രമേയത്തെ പിൻവലിക്കുന്നു.
The motion was, by leave, withdrawn.

Motions 109 and 110.

The following motions fell through being identical with the previous motion which was withdrawn.

MR. G. PARAMESVARAN PILLAI:

109. *To reduce the allotment of Rs 93,246 for Controlling Agencies by Rs. 1,000.*

MR. K. C. MAMMEN MAPPILLAI:

110. *To reduce the allotment of Rs. 93,246 for Controlling Agencies by Rs. 1,000.*

Motion 111.

MR. K. C. MAMMEN MAPPILLAI: Sir, I beg to make the following motion:

111. *To reduce the allotment of Rs. 47,919 for His Highness the Maha Raja's College by Rs. 1,000.*

My object in putting down this motion is to call attention to the appointments in His Highness the Maha Raja's College. Here again, I want to emphasise that a sufficient number of the sons of the soil are not appointed to the staff of the college. My friend, Mr. K. P. Raman Pillai, may raise the objection, as he raised on a previous occasion, that so long as the different communities are pressing forward the claims of the members of those communities, and so long as they are not able to agree among themselves, it is better to leave the appointments to foreigners. If that principle is adopted, I fear that not one Travancorean can be appointed to any of the officers' posts, and so every appointment should be filled by an outsider, so that there may not be any communal questions.

MR. K. P. RAMAN PILLAI: I shall not be sorry.

MR. K. C. MAMMEN MAPPILLAI: It is for the different communities to raise their claims for appointments and it is for the Government to make their own decision in the best way that commends itself to them. I never contend that, in preferring the sons of the soil, efficiency should be sacrificed. Of course, it is an understood fact that whenever any member of this House presses for the appointment of the

[Mr. K. C. Mammen Mappillai.]

people of this country, there is always an implicit and tacit understanding that the request is made only when it can be complied with consistently with efficiency. Nobody ever dreams that the dictates of efficiency should be sacrificed in order to satisfy communal or even the country's interests. It will not be contended by anybody that the people of Travancore are not able to hold any appointments which are now held by outsiders in the Maha Raja's College. Whatever may be the defects of Travancoreans, nobody can say that in educational attainments they are second to any other people in Southern India or any other part of India. We have had recently several Travancoreans who have distinguished themselves in the Indian Civil Service and in the Imperial Service. One Travancorean has been at the head of the candidates who came out successful in the I. C. S. Examination in England. We have got several Travancoreans who are now holding appointments in the Indian Educational Service. We have also an instance of a Travancorean being offered the post of a University Professor of Economics in Lucknow, while another Travancorean is likely to get the post of the University Professor of Economics in the Madras University. I might go on multiplying instances. There is not one single post in His Highness the Maha Raja's College which could not have been held by a son of the soil. I cannot understand how it has happened that so many appointments have gone to outsiders. I do not want to say anything disparaging to the outsiders for the services they have rendered in raising the condition of this country. We ought to be grateful to them.

But the principle of the system of recruitment is defective. When we find that a country which can hold its own with that of any other country in India is, so far as its premier educational institution is concerned, meant entirely or in a preponderating manner for outsiders, it is not creditable either to the system of recruitment or to the Government. I hope that some steps will be devised so that this defect may be removed at the earliest possible opportunity. Here again, I do not suggest that those who are already in the college should be sent out in order to make room for Travancoreans. But my suggestion should be borne in mind by responsible officers and by the Government in making future appointments.

I also desire to emphasise that somehow room should be provided in the college classes for all the Travancore students who seek admission thereto. I need not labour the point, because the matter has been pressed home with sufficient insistence by various persons, and Government also know that it is a crying grievance. Therefore, some steps should be devised so that this scandal in Travancore, which compels Travancore students to go all over South India and even as far as the college at Serampore, for want of admission here, should be put an end to. A large number of persons go out, because there is no admission here. At least a portion of them should be enabled to secure

admission in our college. I do not want to go into details, but I hope the matter will engage the attention of the Government.

MR. L. C. HODGSON: Sir, Mr. Mammen Mappillai says that outsiders are brought in large numbers into the staff of His Highness the Maha Raja's College where, as far as possible, sons of the soil should be appointed. I believe I am right in saying that every endeavour is being made in the college, whenever a post is vacant, to appoint a Travancorean for that post. Only a few days ago, this very question cropped up in connection with the filling up of a post. As the Principal's letter did not state whether the person recommended is a Travancorean or not, I had to write to the Principal to get that information. I have done the same on several occasions. I believe, Sir, that, ever since the time when Mr. Krishnan Nair was the Dewan here, this matter has always been considered to be very important, and I do not think that Mr. Mammen Mappillai will find that in recent years there have been any appreciable number of non-Travancoreans appointed in the college. If there have been, the reason is that Travancoreans with the necessary qualifications have not been available.

Another point which Mr. Mammen Mappillai mentioned is that there should be a provision in the college for the admission of all the "eligibles", or as many of them as possible. A fairly large number is being admitted, but the matter is not quite so simple as it looks, because every pupil who gets an eligible certificate is not necessarily entitled thereby to enter the college. Any one who has studied those extremely complex rules and directions issued by the Syndicate for determining the eligibility of pupils for a college course, will find that the last clause says,—I have got a copy of it, but I am not able to put my hand on it,—that Principals of Colleges are not to regard an eligible certificate as a passport for college admission, but that they must scrutinise the pupils' certificates and only admit those whom they consider fit for the course.

Besides that, Mr. Mammen Mappillai claimed that some steps should be taken to prevent Travancoreans from going outside Travancore in order to get admission to colleges there. Sir, the remedy for that seems to me to be for the people of this country to start another college. I do not understand that it is the function of the Government or the department to go on opening college after college. A member told us this morning that it is the business of the Government and of the department to provide free primary education for every one. I quite agree. But, when you come to education *above* the primary stage—Vernacular and English middle school, high school and collegiate education—surely, Sir, it is not the function of the State itself to satisfy fully the educational requirements of all the people of the country. In Great Britain, Universities are not maintained by the State, nor are they so done in any other country that I know of. And, Sir, I am very glad to be able to say that the idea of private persons starting colleges in Travancore, in order to meet the great demand for collegiate education, is to a certain extent being carried out. Two or three years ago, a second grade college

[Rao Bahadur K. V. Rangaswami Aiyangar.]

was started in Alwaye, and there are now some 110 pupils studying in the two classes there. This year, another new second grade college was opened at Changanachery with 121 pupils in the junior class. So that, in addition to His Highness the Maha Raja's College, there is now accommodation for some 200 pupils in private colleges in Travancore.

MR. S. KRISHNA AIYAR: I am in hearty sympathy with the opinion expressed by Mr. Mammen Mappillai; but, as doubts may arise as to what constitutes a Travancorean, I desire to have an authoritative definition on the point from the Law Member.

MR. V. SUBBA AIYAR: I refer the member to the Travancore Service Regulations.

RAO BAHADUR K. V. RANGASWAMI AIYANGAR: Mr. President, I do not see much inclination on the other side to pursue this question. This should justify my remaining silent during this debate. But as a matter concerning the college with which I have been connected for over twenty years has been brought up, particularly a matter which is so vital to the proper upkeeping of a college as the question of the recruitment of its staff, I feel that I shall be justified in making a few remarks. I shall meet the criticisms and also explain the *actual* position of affairs. I should like to say, Sir, at the very beginning, that I am in full sympathy with the principles that Mr. Mammen Mappillai has laid down. I am indeed very much with him in desiring that our college should, as far as possible, be staffed by its old pupils and by Travancoreans. I would even go further than Mr. Mammen Mappillai and affirm that one of the objects for which the college exists would be defeated if, in course of time, we did not train a sufficient number of graduates, not only to fill vacancies on our staff, but on the staff of other colleges too. This is one of the aims which every teacher in the college vividly realises when he endeavours to produce such results as would enable the students of the College "to go forth and conquer" both here and elsewhere. The Council knows that to some extent they have done so. The point that I would like to emphasise is that the college authorities are not at all remiss in this matter. And they cannot be remiss. Invariably, under the pressure of a certain article of the Service Regulations which would be brought to the notice of the college authorities by the Financial Secretary, even if the Director of Public Instruction forgets to do so (which he will not), the college authorities have to satisfy themselves and those above them that, when they make recommendations to fill vacancies, they have exhausted applicants from Travancore who are subjects of the State and are willing to take up the appointments, who at the same time possess that minimum of qualification of efficiency which Mr. Mammen Mappillai has admitted he does not want to be sacrificed. For example, it has now and then fallen to me to make recommendations for filling up such vacancies. In every case, I have had to consider most carefully whether it was not possible to

get a person, with what may be regarded as just the adequate qualification for the appointment, and who is also a subject of the State. When I found such applicants, I have proposed the best among this number. It would be well also to recollect that the qualifications required for appointment on the college staff are determined not by any authority within the State, but by an authority outside our control, just as the salaries paid to our staff are also governed by conditions which are to some extent external. The University insists upon certain qualifications being possessed by teachers in the colleges which are affiliated to it. We have to conform to the directions the University lays down on this subject either in communications addressed to our college individually, or in the course of Inspection Reports on other similar institutions. Let us also not forget that our college has obtained a certain amount of reputation and has built up certain traditions, and that nothing should be done which might impair that reputation and affect adversely the prestige of the college. All these points are borne in mind when recommendations are made for appointments on our teaching staff.

I am afraid that Mr. Mammen Mappillai was not putting the case quite fairly to the House, but was using his well-known dialectical powers to suggest untenable conclusions, when he tried to cite in support of his position a number of instances which are really irrelevant. He has alluded to distinguished Travancoreans who have had to go elsewhere for employment, and have succeeded in obtaining much higher places than they could have found in our college, or, for that matter, in our service. He has referred to a gentleman who comes from our State, and who has obtained a professorship in the University of Lucknow. I know the case, but the gentleman is now, I think, at Madras and not at Lucknow. That, however, is beside the matter. He has referred to another Travancorean,—I believe he has referred to Dr. John Mathai,—who has been appointed Professor of Economics in the University of Madras. I am fully aware of these cases, and of numerous similar instances. But, what is the point in citing them? Mr. Mammen Mappillai has stated, with fervour, what no one in the House has denied or will deny, that the State has produced many finely equipped men who have been found fit for high appointments outside. We all know that. But is it seriously suggested by Mr. Mammen Mappillai that these gentlemen have been or would have been candidates for such vacancies as have occurred on our staff in recent years? The trouble really is that, at the present day, there are no appointments here which will prove sufficiently attractive to those who possess such high qualifications. Some of my own best students have had to go elsewhere. I should have very much liked that it had been possible to retain them here, or for the college. Again and again it has been both my misfortune and my pride to allow—and often to assist—my best pupils to obtain better employment outside, because I felt that there were really no careers sufficiently attractive for them in the State—in our college, or in the college for women, or in the high schools, or in the general service. The other day, so much was

[Rao Bahadur K. V. Rangaswami Aiyangar.]

said in this House about excessive emoluments and the extravagantly high pay of our superior services. If this had been so, would there have been this emigration? I must tell Mr. Mammen Mappillai that, as things now stand in regard to pay and prospects, we may have to wait long before we get for the college or any of our educational institutions Travancoreans with the highest qualifications, or even fairly adequate qualifications. Let me give an instance. In recent years, the University has adopted what is practically a rule, that, even in second grade affiliated colleges, it should see that the Lecturers are placed on a grade not below Rs. 150 to Rs. 250. There have been instances in which the managements of institutions seeking affiliation—I can remember many—have proposed a lower scale than this. But the University Inspectors have refused to recommend the institutions till the scales were improved and brought into line with the indicated grade. The other day, Professor K. B. Ramanatha Aiyar and I had to inspect the new college at Changanachery for affiliation. We insisted on adherence to this standard, and the management willingly agreed. Now, look at our college. My own assistants who are all picked men, the best men available when they were first appointed, who have done excellent work and even acquired additional qualifications—the B. L. degree—since joining us, and who have higher qualifications than their compeers in second grade colleges and in the Madras service, were not able to rise ordinarily above Rs. 150. It was only after much pleading that the Salaries Committee gave an addition of Rs. 25 to their scale. Unless our professors and their assistants are paid on a scale not much inferior to those obtaining elsewhere for similar work and men, it will be open to the men now in our employ to retire early from the service. This is the position. How can we impress into our service people who look for better pay than they can get here? Are we to have some law which can keep natives of the State for our service, whether they be willing to come or not? Perhaps, my friend Mr. Mammen Mappillai—

MR. K. C. MAMMEN MAPPILLAI: If there is any post in the college for which Mr. Rangaswami Aiyangar is not able to find competent persons from Travancore, I can easily find them out for him. If an advertisement is published, many young men will be coming forward to take up these appointments. I cannot for a moment admit that there is any difficulty in getting suitable Travancoreans. I know there are any number of first-rate men available. What happens is that, whenever there is a vacancy, it will have been filled up before these people know of it.

RAO BAHADUR K. V. RANGASWAMI AIYANGAR: Mr. President, I wish to say most emphatically that this is not correct. Mr. Mammen Mappillai apparently possesses esoteric information which is not available to us. I must also protest against Mr. Mammen Mappillai's statement that these appointments are filled up without proper advertisement. They are not. Our complaint in the college is not that

these appointments are filled up so rapidly that people have no time to apply for them, but that very often they remain unfilled for so long a time that a considerable amount of work is shoved on others on the staff. This has happened in my own section. What Mr. Mammen Mappillai says is not a fact. We have been treated to a good deal of fine sentiments by Mr. Mammen Mappillai and some other gentlemen on the other side. But they do not make up for the incorrectness of their statements. I must say again that while, so far as Mr. Mammen Mappillai's principles are concerned, they have my hearty agreement—not only *my* concurrence, but of the entire college,—I must repudiate his suggestion that these principles have not been acted upon. It is purely a question of fact. I affirm that, if Mr. Mammen Mappillai knows that there are Travancoreans possessing the desirable qualifications for vacancies on our staff, and if he finds any one who has really the necessary qualifications and who is willing to enter our service and if he happens to be the best among qualified applicants from Travancore, he will be taken. We do not at all suffer from any lack of applications. Only, many of the applicants are ill-qualified, unfit for the places that they aspire to, and unlikely to maintain the traditions and the standards of the college. We choose the best men we can get, and even then we are not able to get the best men in the market for the salaries we can give. We invariably prefer a Travancorean, even when his qualification is lower, to a non-Travancorean, if only his equipment is sufficient to justify his appointment.

MR. C. P. KOCHUKUNJU PILLAI: Sir, I rise here to press upon the Government as well as upon this House the real grievances of our Travancore students arising out of the difficulties in securing admission into our college here. While I was a student of the matriculation class, our class was held in one of the college rooms. The college building could accommodate about a thousand students, inclusive of the high school branch which had about 300 to 400 students. But now the high school branch has been taken away to the Vanchiyyur School and I learn that there is accommodation only for 200 students.

MR. L. C. HODGSON: The strength of the college is nearly 700.

MR. C. P. KOCHUKUNJU PILLAI: As Mr. Mammen Mappillai has already pointed out, it is not for me to enter into the details of these difficulties, because these difficulties have been placed before Government by a deputation consisting of some of the leading members of this place. What I want to say here is this. Many Travancore students have to go and seek admission into the colleges elsewhere. Of course, instances are many. It is only two years since we, the Kottarakara people, had a complete secondary school there. About 60 to 70 students have come out successful and I am sorry to submit that not even three or four of these students could get admission into the college here. This year, I know several instances of boys having sought admission into colleges outside Travancore. Some have gone to Nagercoil, some to Madura, some to Trichinopoly, some to Calicut and some to

[Mr. T. K. Velu Pillai.]

Changanachery and other places. So, it is for the members of this House to see that this difficulty is removed at the earliest possible opportunity. May I request you, Sir, that this difficulty may be removed at your hands at the earliest opportunity?

MR. T. K. VELU PILLAI: Sir, there has been a cry in Travancore for a long time from the press and the platform, as well as from political and social organisations, that Travancore should essentially be for Travancoreans. No one can accept that principle with greater readiness than myself, as I have been agitating that question and advocating that principle. I am sure that gentlemen on both sides of the House would agree with me when I say that primarily appointments in Travancore should go to Travancoreans.

But, Sir, regarding the college, there is an aspect which is important and which has to be carefully considered. The college is the fountain-head of knowledge and its springs ought to be kept pure. Now, if we can get proper men of the requisite ability and character in Travancore, let us by all means employ them. But, in case we have not got such men, it is our sacred duty to get competent people from outside. I am one of those who are old-fashioned enough to believe that, for teaching English, Englishmen, to some extent, are preferable to Indians. No doubt, if there is any man available in our own country with more than ordinary ability, he may also be appointed as Professor of English. But, I maintain that, for efficient education, for proper education, and for our boys and girls being imbued with the true spirit of English education and western culture, a certain percentage of Europeans is indispensable. We need not even confine this principle to the appointment of Europeans. If first-rate men are available in other parts of India, men superior in learning, character and attainments to those in Travancore, let us have them by all means. I remember to have heard from my friend, the Director of Agriculture, when he returned from Germany after a distinguished academic career, that the Kaiser was in the habit of communicating with the great Universities of the world in order to ascertain whether there were very good young men who wished to take service in Germany. Such men, when available, were given excellent terms. If we can get really distinguished men from outside,—I mean such persons as are very much more distinguished than Travancoreans,—let us, by all means, invite them to our college. We need not have them in other departments; but in the college, of all places, the standard should be efficiency in preference to birth or residence.

Sir, the Director of Public Instruction said that the maintenance of the college is not one of the prime duties of Government. I demur to this comprehensive proposition.

MR. L. C. HODGSON: I did not quite say that. I said that it was not possible to provide colleges for all the people of Travancore.

MR. T. K. VELU PILLAI: I affirm that it is one of the most important duties of the Government of Travancore to do all that they

can for the encouragement of collegiate education. I do not understand the wisdom of indiscriminately accepting the standards that rule in the West. The East is different from Europe and America, not merely in its geographical position, but also in its social and political conditions. We know that, in India, our great poets and philosophers, our famous physicians and astrologers flourished in the atmosphere of royal patronage; and even to-day arts and sciences require the incentive of the State. In Europe, there are powerful organisations, secular or spiritual, which take up the work of collegiate education. We cannot afford to depend upon private enterprise in Travancore for the discharge of this important responsibility. Therefore, it is the prime duty of the Travancore Government to defray the cost of collegiate education, as well as primary education.

One of the members on this side of the House has dwelt upon the claims of certain communities for places on the teaching staff of the college. I think Mr. Mammen Mappillai does not press it with vigour. I have, however, to observe that such communal ideas should never have reference to the college; for *knowledge has no caste*. Vyasa or Valmiki or Tiruvalluvar did not belong to any ruling caste. Elzhuttachan was an oil-monger. Shakespeare himself was not a man of high social position. We do not read the Bible, *because we accept the Christian faith*. We do not read the books on Sufi philosophy and the poems of *Omār Khayyam*, *because we accept the principles and teachings of the Prophet*. Sir, I once more maintain that *learning has no caste*. It recognises no community. I would impress upon this Council the extreme necessity of viewing this particular problem in a really broad spirit and not to introduce communal questions within the college. For, the college is the fountain-head of culture in the State and that should not be contaminated by caste and communal questions.

MR. S. PARAMESVARA AIYAR: Sir, I would just point out that, since 1091, only Travancoreans have been appointed as Professors Assistant Professors and Tutors in His Highness the Maha Raja's College as far as possible, except in two prominent instances—one in the case of the Professor of Chemistry and the other in the case of the Senior Professor of English. When Travancoreans were advertised for, they were not available; and the Government had therefore to go in for outsiders in both these instances.

MR. A. HOOGEWERF: I have been so much under the influence of spirits, I mean to say, toddy, arrack, opium and ganja (*Laughter*) for the last few days, that I had no time left to devote to matters educational. Spirits vanish before education. I did not have the opportunity of being a school-master myself, and I therefore do not know the intricacies of the internal working of the educational machinery. Mr. Mammen Mappillai and some other gentlemen appear to have a thorough knowledge of it. But as an old student of the college, I think it is my humble duty to say a few words about my old college, now that the opportunity has offered itself.

[Mr. K. P. Raman Pillai.]

Travancore stands first in the matter of education, and we are proud of it. I am not going to speak of the European Director, although a man with new ideas from the great Universities of Oxford and Cambridge is very essential to infuse new blood into our college. Travancore is a place of stagnation, the atmosphere being such. So, some one from outside with new knowledge and high ideals is really very necessary. Neither am I going to speak about the vernaculars, although I think that it is very desirable that the European Director should possess a knowledge of the same, and that there should be a clause to this effect in the covenant with the Director.

PRESIDENT: We are now concerned with His Highness the Maha Raja's College.

MR. A. HOOGEWERF: With regard to the communal question—

PRESIDENT: That is with regard to the staff.

MR. A. HOOGEWERF: With regard to the communal question in the entertainment of the staff, I am quite in sympathy with what Mr. Mammen Mappillai has said. But the communal question is a very difficult one. There is a great deal of delicacy and sentiment in the matter. You should not say that there should be so many Christians, so many Brahmins or so many non-Brahmins in any particular college or State department. Nevertheless, attainments, efficiency and other circumstances being equal, consideration should be given to the just claims of Christians and others also, and one class alone should not monopolise the appointments on the plea of efficiency, as efficiency is not now a monopoly with any particular class. This question deserves careful and sympathetic consideration at the hands of the authorities, not only in the college but everywhere else also.

I want to speak something on matters other than the communal question. When I was a student, the professors loved the students and the students in return loved and almost worshipped the professors. Since the reorganisation of the college, matters have changed a great deal.

PRESIDENT: I do not know what you are driving at. You are not talking on the proposition that is under discussion. Mr. Mammen Mappillai tries to lay down two principles, *viz.*, that Travancoreans alone should be entertained on the staff of the college and that all communities should be duly represented thereon. These are the points now under discussion.

MR. A. HOOGEWERF: I have already said what I had to speak on those two points.

MR. K. P. RAMAN PILLAI: Sir, even in regard to this question, I am inclined to take the other view. Look at the other side of the picture. I think that it is quite uncharitable for Mr. Mammen

Mappillai to level a charge against the present Directorate in employing non-Travancoreans in the college. Of course, after the explanation given by the Secretary to this Council,—and if I remember aright the advertisement for a Professor of English in the College still remains unanswered, and I believe another advertisement for a Professor to teach subjects under Group II still remains unanswered,—if there are competent Travancoreans within the knowledge of the mover, I fail to see why, as a responsible citizen, he does not bring it to the notice of His Highness the Maha Raja's Government, especially after the answer which the Dewan was kind enough to give to the deputation which waited on him at Bhaktivilas regarding the admission of students into the college. I myself was making enquiries and I came to know that a European Professor was available at the Aligarh College; and, when it came to a question of finance, I found that he would not come here for any salary less than Rs. 30,000 per annum.

The learned mover pointed out that Travancoreans have passed the F. C. S. Examination or entered the I. E. S. I do not know if any Travancorean who spent money and took the trouble of going all the way to England and other countries to qualify himself for the I. C. S. would be either fit to teach or willing to accept a Professor's place in the college, and the same remark applies to Travancoreans who have entered the Imperial Educational Service in British India. I may say, Sir, without any fear of contradiction, that many members of the present college staff are brilliant scions of the Madras University and some of them distinguished *alumni* of European Universities as well. I have been listening to cries made from this side that they have been paid too much. After all, five hundred sirkar rupees is what the brilliant men on the other side get. If I remember aright, Dr. Mitchell with the idea of filling a Professor's place in the college with a son of the soil insisted upon Dr. Kunjan Pillai accepting the place, but he preferred to have a scholarship for qualifying himself in a European University and we find him drawing a salary of Rs. 500 *plus* Rs. 100, while the pay of the professors in the college has been increased. He would tell us how much he regrets it now. It is not therefore the fault of the Directorate that young men do not get into the college. They do not think it worth while doing so.

Then regarding the question whether the State is to undertake collegiate education or whether private individuals also are to contribute to it, I fear I cannot agree with Mr. Velu Pillai. In the present condition of the finances of the State, I think it is impossible to call upon the State to take up any further colleges for educating Travancoreans. At the same time, an instance of that kind betrays an unwillingness to contribute and inability to conduct colleges on one's own responsibility.

Lastly, regarding the personal appeal made by Mr. Mammen Mappillai, I would still maintain to be taught and governed rather by foreigners, than accept the erroneous principles which the mover wants me to accept.

[Mr. G. Paramesvaran Pillai.]

MR. G. PARAMESVARAN PILLAI: Sir, the motion of Mr. Mammen Mappillai involves two questions, firstly, the recruitment of the college staff and, secondly, the admission of students into the college.

So far as recruitment is concerned, I am entirely at one with Mr. Rangaswami Aiyangar in his opinion that the traditions of this college ought not to be sacrificed for mere sentiment. It may be that we have got many persons duly qualified for the posts. But the question is whether they are willing to take up those posts for the salaries now offered. If, however, there are others who, though nominally qualified, are willing, there is the further question as to whether it is desirable, in the ends of efficiency, to have those gentlemen in our college to replace some of our Professors who have earned a unique reputation for themselves. I am sure that nothing would be a real sacrifice to have as our Professor of Economics a gentleman of the type of Mr. K. V. Rangaswami Aiyangar. It is idle to think that our own men will not be able to reach the level of efficiency that is required for the place. But so far as the principle of recruitment is concerned, I should consider that proper attention is devoted to securing real efficiency.

Regarding college admission, I am sorry I cannot agree with Mr. Hodgson. In his defence he says that the mere fact that a student holds an eligible certificate should not be a guiding factor, and that, according to the last clause in the Rules of the Syndicate, the Principal has got a discretion in the matter. So far as that discretion is concerned, I must humbly submit to this House that the discretion has been very badly and wrongly exercised for the last several years. The fact has been repeatedly brought to the notice of the Government through interpellations on successive occasions. The question has also been agitated in the press and on the platform. No substantial remedy has yet been found and I am sorry that the Director of Public Instruction has been apparently satisfied with the request that it should be the endeavour of the people to start private colleges. We are not unwilling to start our own colleges. But we want a full return for the taxpayer's money that we have already spent upon the Arts College. We have spent a good lot of money and we are not satisfied that we are getting an adequate return. It is, therefore, I say that you should admit more students and see that the existing college is worth all the expenditure that we incur on its behalf, before we are asked to start fresh colleges. May I ask the Director what it is that he has done towards fostering that private enterprise to which he has so often referred in his speech? Has he ever attempted in any manner to see that local bodies or private persons come forward to undertake the starting of new colleges? Why not open an Intermediate class in the Training College, and another in the Vanchiyur School? So far as the Training College is concerned, I understand that Dr. Clark has already recommended that the Intermediate classes may very well be opened there. Unless and until we get a full return for the money already spent, we have got a right to insist upon our own students being admitted into the college, irrespective

of the discretion of the Principal either for or against us. I strongly protest against the manner in which college admission has been going on.

MR. K. P. RAMAN PILLAI: Mr. President, I now move that the question be put. It is lunch time. (*Laughter.*)

MR. K. C. MAMMEN MAPPILLAI: I have very little to add to what I have already said. I never wanted to bring forward the communal question on this occasion. I simply said that Travancoreans should be admitted into the college service. The fact remains that a large number of the members of the staff are non-Travancoreans, whatever be the circumstances that brought it about. I am sure that a country which can produce so many distinguished members of the Madras University could not be held to be unable to find a sufficient number of men to fill at least a portion of the college staff. I never said that those who have passed the I. E. S. or the I. C. S. examination would come and take up work in our college, but there are other young men who have not had the opportunity to pass these examinations, but who will prove to be as intelligent and as distinguished, provided they are given the opportunity. Therefore, if these people are given earlier opportunities to know of vacancies, there will be no difficulty in taking them into the college. For example, if a competitive examination is held for some of these posts and if the prospect is held out, I am sure fresh graduates who might later on develop into very distinguished men like Professor Sundaram Pillai and others, will come forward for these places. Because they did not get opportunities, they had to go outside. Many of the brilliant young men of the Madras University may be attracted, provided they get opportunities to enter the college. I may say several young men have told me that they would be very glad to get into the College.

MR. G. PARAMESVARAN PILLAI: Will Mr. Mammen Mappillai mention one name?

MR. T. K. VELU PILLAI: I object, Sir, to the members addressing each other.

MR. K. C. MAMMEN MAPPILLAI: The young men may not like to have their names divulged. If Mr. G. Paramesvaran Pillai is anxious to know the names, I shall furnish them to him privately at another time.

RAO BAHADUR K. V. RANGASWAMI AIYANGAR: I am also an applicant for the same information as Mr. Paramesvaran Pillai has asked for. We shall all be glad if Mr. Mammen Mappillai would divulge the names, because we should then be in a position to judge of the qualifications and efficiency of these young men who preferred to apply to him rather than to the college authorities. The House should know if these men really would have been selected. If Mr. Mammen Mappillai will not give the names after the assertions he has made, the House is justified in drawing the natural inference in regard to their value.

[Mr. L. C. Hodgson.]

MR. K. C. MAMMEN MAPPILLAI: I never said that efficiency should be sacrificed.

RAO BAHADUR K. V. RANGASWAMI AIYANGAR: I must press my request for the names of the applicants to whom Mr. Mammen Mappillai has alluded.

MR. K. C. MAMMEN MAPPILLAI: I have nothing more to say. I withdraw my motion.

The motion was, by leave, withdrawn.

The Council adjourned for lunch at 2-5 P. M., and met again at 2-50 P. M.

Motion 112.

MR. G. PARAMESVARAN PILLAI: Sir, I beg to make the following motion:

112. To reduce the allotment of Rs. 10,000 for repair and manufacture of furniture by Rs. 9,000. (Training College.)

The object of my motion is to elicit information as to why this large amount of Rs. 10,000 should be indented upon for repair and manufacture of furniture in 1098 for the Training College, while as a matter of fact only Rs. 2,499 has been spent on that account in 1097. I should like to know under what circumstances this sum of Rs. 10,000 came to be allotted for the purpose. I should also like to know whether that cannot be utilised in any other manner, as, for instance, in the opening of Intermediate classes in the Training College.

MR. L. C. HODGSON: Sir, as Mr. G. Paramesvaran Pillai knows, a very large building is being erected, and is very nearly complete, to provide additional accommodation for the Training College. The construction of that building has been going on for several years and it is expected to be finished in the year 1098. I think it was in 1096 that Government promised a sum of Rs. 27,000 for the necessary furniture for this building and sanctioned an allotment of Rs. 9,000 during the same year. Dr. Clark took all the necessary steps to start the construction of this furniture. In 1096 he spent Rs. 9,000 and a great deal of furniture was made with the allotment, and I may inform the House that some of it is at this minute being used by members in this Hall.

MR. T. K. VELU PILLAI: I wish to know whether any tenders were invited for the making of this furniture.

MR. L. C. HODGSON: I will just mention what Dr. Clark has said in his letter. I do not see that tenders were invited. Timber was bought at tariff rates and carpenters were paid at rates less than what the P. W. D. has been paying. The work is being done in the college compound and Dr. Clark himself has been doing all the necessary supervision; and so, it does not cost anything by way of supervision. There is a clear saving of 30 per cent. in 1097. Dr. Clark

asked for another instalment of Rs. 9,000 in 1927 to continue the work of providing furniture; but when the budget was passed, this was excised by the Government before it came to the Council last year. Afterwards, however, Dr. Clark pointed out that it would be much more economical to go on with the work instead of attempting to do all of it in the third year; and Government gave a special grant of Rs. 9,000 for the second year. Now, we have budgeted for Rs. 10,000 altogether for furniture for the Training College, i. e., Rs. 9,000 as the last instalment of the promised Rs. 27,000, and Rs. 1,000 as the annual recurring amount for the upkeep and maintenance of furniture for the Training College. I think it would be far more economical to pass this sum and to allow Dr. Clark to go on with the present work, so that he may be in a position to purchase all the necessary timber now, than to cut this item out of the budget. Dr. Clark tells me that, if this furniture is not completed this year, one complete storey of this huge building will not be in a position to be made use of, but will have to remain unoccupied. This is the explanation.

MR. G. PARAMESVARAN PILLAI: I do not press the motion. The motion was, by leave, withdrawn.

Motion 113.

MR. G. PARAMESVARAN PILLAI: Sir, I beg to make the following motion:

113. To reduce the allotment of Rs. 75,866 for Collegiate Education by Rs. 100.

I make this motion with a view to draw the attention of the House to the congestion in the superior establishment in the Arts College. I mean, we have a large number of Professors, Assistant Professors, Tutors and Demonstrators for a comparatively small number of students. I am not sure whether the University, which seems to guide the destinies of our college, has insisted upon the retention of a particular number of Professors, Assistant Professors, Tutors and Demonstrators. If so, perhaps, it will be outside my province to attempt a reduction of the number of staff so fixed.

MR. L. C. HODGSON: May I say that the University has insisted, when the Honours course for English was started, on the Government maintaining a professorial staff of three officers competent to teach Honours classes in that subject? I think that this is the only hard and fast rule made by the University in regard to the strength of the staff.

MR. G. PARAMESVARAN PILLAI: I suppose this House is then competent to consider whether, after all, a staff consisting of Professors, Assistant Professors, Lecturers and Tutors who have not much work to do in the Honours classes is necessary, and also whether the University has prescribed that a particular number of students alone shall be admitted and shall be taught by this particular staff.

RAO BAHADUR K. V. RANGASWAMI AIYANGAR: May I rise to a point of correction? No distinction is made between Professors and Assistant Professors in regard to the work they do. At present the Tutors have as much work in the Honours classes as the Professors.

[Mr. G. Paramesvaran Pillai.]

MR. T. K. VELU PILLAI. I wish to know the number of hours of work assigned to a Professor.

PRESIDENT. The member has sat down; and further Mr. G. Paramesvaran Pillai is the member that is in possession of the House now.

MR. T. K. VELU PILLAI. I thought the member was standing, and hence I put the question.

MR. G. PARAMESVARAN PILLAI. Sir, my point is that there have been, as has been already referred to, serious complaints regarding the admission of students into the college; and it is doubted whether we are deriving any benefit in proportion to the money that we are spending year after year on account of this college. This question has already been partly discussed by this House in connection with a previous motion. It is a matter for serious consideration whether it may not be possible to admit a much larger number of students in the college when the college staff is so strongly constituted. This must necessarily afford considerable relief to many an unfortunate young man who has been denied admission in the college. It is contended by Mr. Hodgson that the admission of students is regulated by the discretion of the Principal. Some time ago it was also stated that the accommodation available was inadequate. If the latter ground is not unfounded, it is very desirable that Government do provide larger facilities for accommodation. Any sum spent in that direction will not be misdirected, for it will enable the Government to utilise the existing staff to the full advantage of the people. The college staff consists of competent persons and for the salaries they receive we have no reason to be dissatisfied with their qualifications. But it goes without saying that they are worth their salaries, only in case all of them do their honest work to the fullest possible extent. I might say that an impression is gaining ground among the public that the Professors in the college have very little work to do and that the Tutors engaged in the so-called library classes are said to have nothing whatever to attend to. It is very doubtful whether the library classes, as they are now held, are worth anything. Again, I should think that many of us on this side of the House still feel that the Professors' work is comparatively light. I am not in a position to say definitely the number of hours allotted to our Professors and I depend upon Mr. Hodgson, or at least Mr. K. V. Rangaswami Aiyangar who is intimately connected with the college, to supply this information. If the impression that is already gaining ground is wrong, it is high time for the authorities to remove that impression and prove that they are doing their legitimate work to the extent to which they are expected to do. I understand that, in certain cases, Professors are not even able to finish the subjects within the University terms. I do not know why this should be so. I know as a matter of fact that the Professors of the college, about ten years ago, were

able to finish the major portion of the work allotted to them within the time prescribed, and that the examination results were none the less brilliant.

Again, it is unfortunate that, although the college department is directly under the Director of Public Instruction, he does not inspect the working of the college as often as he should. I should like to know how often he is inspecting the college. I have tabled this motion with a view to discuss the above aspects of college administration.

MR. L. C. HODGSON: Mr. G. Paramesvaran Pillai has called attention to the number of Professors, Assistant Professors, Tutors and Demonstrators, and stated that there are more of them than the college actually needs. Incidentally it was observed that the Professors of the college had considerable leisure, and that there was an impression abroad that these people had no adequate work. Sir, I speak largely from my own experience. Some years ago in the days when Mr. G. Paramesvaran Pillai, Mr. T. K. Velu Pillai and other members were students of the college, I can assure you that I myself had no leisure.

MR. G. PARAMESVARAN PILLAI: May I enquire whether he was not assisted by Tutors?

MR. L. C. HODGSON: When I first joined the college—that was before Mr. G. Paramesvaran Pillai was a student—

MR. T. K. VELU PILLAI: I was there.

MR. L. C. HODGSON: Yes, Mr. Velu Pillai was one of my first pupils. When I first came here, there were only Mr. LaBouchardiere and myself to do the whole English work of the college, but we had only the Pass course then and much smaller classes. After two or three years one Tutor was appointed to assist us, and from that time the number of Tutors in the English branch gradually increased, according, I believe, to the needs. What I was going to say was that I myself had no leisure whatsoever; and I believe that Mr. K. V. Rangaswami Aiyangar and other Professors, Assistant Professors and Tutors can also say that they have no leisure at all. It is a great mistake to say that, simply because a Professor or a Lecturer has not to teach or lecture to a class, he is sitting idle or enjoying leisure, as represented by Mr. G. Paramesvaran Pillai and others. I do not know what they mean by leisure. I need hardly say that collegiate education is different from school education. The school teacher's work is to a certain extent circumscribed. He teaches so far as, say, the binomial theorem in algebra, and no further. With a Professor or Lecturer there is no bound whatsoever to where he has to go both in teaching and in learning. There is one fundamental fact with regard to professorial work. It is that the teacher himself never ceases to be a learner. As Mr. G. Paramesvaran Pillai will remember, we learn from Chaucer about *the clerk of Oxenford* that "Gladly would he learn and gladly teach"; and there is an old Latin saying that by learning we teach and by teaching we learn. When I was a teacher—practically all my life—it was my experience that it was imperative for one to be for ever a learner

[Mr. L. C. Hodgson.]

if one was to do one's teaching work at all satisfactorily, and I believe that is what the Professors, Lecturers and Tutors of the present day feel. University education, Sir, for both teachers and pupils, is an attempt to set foot upon that boundless realm of knowledge regarding which Tennyson tells us—Mr. G. Paramesvaran Pillai will remember the words—

"All experience is an arch wherethro'
Gleams that untravelled world whose margin fades
For ever and for ever as I move."

All human experience, it may be said, merely opens up an arch through which we may see that continent of boundless knowledge, which it is ever our ambition to reach, but which seems to be ever receding as we approach it. University Professors, University students and all persons connected with University work should make this their ambition.

Sir, a college is not a school, but a band of workers seeking together after knowledge. It may be known to some here that, in one of the chief colleges of Oxford, namely Christ's Church, the Professors themselves, as we should call them, are named students. A man who is appointed as a Fellow or Professor of that college is to this day simply known as a student. I might say much more, but I will not take up more time upon this point.

MR. T. K. VELU PILLAI: Sir, I wish to ask if any of our Professors have made any original contributions to any department of knowledge, and if so, if any of their articles have been published in papers or well-known magazines.

MR. L. C. HODGSON: Referring to that, Mr. Gibson, Professor of Chemistry, has published several articles on the research work that he has done.

MR. T. K. VELU PILLAI: I do not want to trouble my old Professor for whom I have got the greatest reverence. I only wish to know whether, among the Professors who are enjoying leisure and who are now here, any one has done any original research.

MR. L. C. HODGSON: I think Mr. K. V. Rangaswami Aiyangar will speak on the matter for himself.

Mr. G. Paramesvaran Pillai came back to the question of admission of students into the college. I believe, Mr. Stephenson, the present Principal, exercises rightly his discretion in making the admissions. It is necessary that, in a college on which we spend so much, we should have the best talents and the best ability of the student population. I believe Mr. Stephenson's selection is largely conditioned by the number of pupils which the college can contain. I have been going to the college for lunch during these days, and to-day I looked into one of the large halls there which has been made, by throwing into one, two of the class rooms of my day. It was packed with students as full as it could possibly hold. I believe that all that is possible has been done for accommodating the students. Mr. Stephenson is conditioned by that circumstance.

I might mention that I understand that Government recently gave an assurance to the deputation that went to Bhaktivilas to speak to the Dewan on that subject, that a Committee would be appointed to examine the question as to the maximum number of students that can be admitted. I shall be very glad if more students can be taken in, but I must repeat that I do not see that rooms of a certain size can be made to hold more than a certain number of pupils.

I have one other point to say with regard to Mr. G. Paramesvaran Pillai's motion.

MR. K. PARAMESVARAN PILLAI: I wish to know whether it is not possible to divide these classes into divisions as is done in the high schools.

PRESIDENT: It is rather a large question.

MR. L. C. HODGSON: The more classes we have, the more teachers we require. If we can afford to duplicate our staff, it will be possible to duplicate our classes. The member's last question was whether I have or have not inspected the college. The college is periodically inspected by a special University Commission. I do not think that any Director of Public Instruction has ever formally inspected the college, nor do I think it necessary that in a college like this with gentlemen of high degrees such as the Principal and all our learned Professors, and having a College Council whose business it is to look after the affairs of the college and see to the discipline, I say, I hardly think it necessary that the Director of Public Instruction should pay a formal visit of inspection, especially when once in 4 or 5 years the University sends down a representative commission to make an inspection and submit a report to the Syndicate. But if Mr. G. Paramesvaran Pillai thinks that, because I have not conducted a formal inspection, I am not in touch with the college I may assure him that he is mistaken. I may console him by observing that I pay frequent visits to the college and I know very well what is going on there. I have been to the college some half a dozen times in the course of last year for one purpose or other. Moreover the Professors come and see me and we have talks about the college; and Mr. Stephenson, the Principal, lives next door to me and the number of times that he comes to see me and I go to see him and talk about what goes on in the college is more than I can count.

MR. G. PARAMESVARAN PILLAI: May I know whether the College Council has any voice in the number of students to be admitted?

MR. L. C. HODGSON: Under the University Regulations, it is left to the Principal to make a selection of the students to be admitted.

MR. A. HOOGEWERF: I have already explained why I have not been able to carefully study the educational question. I quite agree with Mr. Hodgson that a Professor should be a student also. I have been a student of the college myself; and the Professors we had, Dr. Harvey, Messrs. Ross, Sundaram Pillai and LaBouchardiere, and a few others were also student-professors. All of them, however, found time to teach for about four or five hours every day. The Darbar Physician is also a student-surgeon and physician. He studies till ten or eleven

[Mr. A. Hoogewerf.]

every night, and still finds time to administer a big department. Students do most of their studies at home. The student-professor should do the same. Such subjects as mathematics, science and history, which are taught, in most cases, by the same Professors, year after year, do not undergo much change and do not require much preparation, especially when the Professors are highly efficient men. Mr. Rangaswami Aiyangar, who can write a *History* himself, surely does not want much preparation for lecturing in the college classes. Next, take the products of the college. The students of the past,—and I see a number of them on both sides of this House,—are in no way inferior to the students of the present day. I do not want to make invidious distinctions, but I am sure they will hold their own against all odds.

Mr. Hodgson said, with regard to college admissions, that it should be left to the discretion of the Principal. As a general rule, this is quite right. I also grant that qualification and efficiency should be considered in giving admissions. These certainly should be the guiding factors, both in the selection of students and the entertainment of graduates and others in the State service. But caste and class leanings, sentiment, etc., should not enter anywhere. My humble opinion is that there should be no hard and fast rule about admissions. It is not fair that a deserving student from outside should be excluded, simply because he is a foreigner. The Ghats should not separate us from our brethren on the other side. All the same, charity must begin at home and our own children should have preference over others. Then again, say, we have 1,000 students passing out from our second grade colleges and high schools; but we have room only for say, 200 or so, in the Maha Raja's College. When they come to the college for admission, about 800 are blocked, and they have to go elsewhere for admission. There is no room for them there either, and the time for admission is also past. What are these students to do? There is not the smallest doubt that room should be provided in the college for a large percentage of students passing out from the second grade colleges and high schools in the State. Coming to examination results, are our college results very good, as compared with other colleges? My information is that they are not very favourable. The arguments advanced both with regard to efficiency and accommodation cannot therefore be wholly accepted.

MR. G. PARAMESVARAN PILLAI: Without interrupting my friend, I wish to withdraw my motion.

MR. T. K. VELU PILLAI: I object to the withdrawal of the motion, because it is a very important one which should be discussed further.

PRESIDENT: You may go on, Mr. Hoogewerf.

MR. A. HOOGEWERF: I do not think it necessary to say anything further in this matter.

MR. T. K. VELU PILLAI: Now, Sir, I feel I must speak a few words because others are not coming forward, and particularly because Mr. Hodgson, in the course of a lucid, elaborate and eloquent speech, emphasised that it is not the function of Government to provide facilities for collegiate education.

MR. K. P. RAMAN PILLAI: May I rise to a point of order? In case a particular member wishes to withdraw his motion, the rule is that he shall confine himself to a mere statement of the fact. Now, Mr. Paramesvaran Pillai has already expressed his desire to withdraw the motion; and, I believe, the rule obtaining in other Councils is that, in case a member expresses a desire to withdraw his motion, no further discussion should be allowed on the motion.

PRESIDENT: Any member who objects to the withdrawal may talk upon the subject.

MR. T. K. VELU PILLAI: The point of order raised having been decided in my favour, I am glad to be able to proceed with my remarks on Mr. Hodgson's speech. Mr. Hodgson's enunciation of the principle that the State should not help collegiate education is not correct.

PRESIDENT: It does not arise here.

MR. T. K. VELU PILLAI: Yes, it does, in regard to collegiate education.

MR. L. C. HODGSON: May I correct Mr. Velu Pillai? I never said that the State should not encourage collegiate education.

MR. T. K. VELU PILLAI: In spite of the explanation offered by the Director of Public Instruction, I must say that the conditions obtaining in Travancore are quite different from those in England. England has a great political position. Travancore is basking in the sunshine of the mighty world-power of England. Englishmen have to provide for the political and commercial activities and the material and moral prosperity of a large empire. Travancore is a small self-centred State. There are difficult diplomatic problems to attend to in England. Here, the only responsibility of a diplomatic kind consists in the reception of an occasional State guest. There it is a democratic Government, though of a monarchical form. Here it is a benevolent despotism according to the spirit and letter of the constitution. England has a continuity of educational policy, its great educational organisations, and its splendid centres of learning with their wealth of historical traditions. Here, in Travancore, English is a foreign language of political and commercial importance, the medium of acquiring modern culture, and it is not profitable to contend that the State should not concern itself with the spread of collegiate education.

MR. K. P. RAMAN PILLAI: I rise to a point of order. We are going away from the point. The motion before the House is to reduce the allotment for the college department.

PRESIDENT: I think that Mr. T. K. Velu Pillai is in order.

MR. T. K. VELU PILLAI: Further, in England there have not been so many communal dissensions as in Travancore. The principle

[Rao Bahadur K. V. Rangaswami Aiyangar.]

of State control and State direction of higher education was recognised and acted upon in the Hindu States of old. In ancient India, Takshasila was a famous University and it was maintained by the State; and students of Greek history will remember that Pericles wanted even music to be taught at State expense.

The principle of the State encouraging collegiate education is accepted by the British Indian Government themselves, because they maintain the Presidency College. In Japan, the matter is not different. Mr. Hodgson's theory of *laissez faire* in higher education cannot, therefore, be admitted.

PRESIDENT: Mr. Hodgson has not said so.

MR. T. K. VELU PILLAI: That is a point which cannot be lost sight of. Let us not delude ourselves into the belief that the conditions in England are the conditions in Travancore. It is one of the primary and fundamental duties of the Travancore Government to push on the cause of collegiate education, and I have to impress that upon this House.

RAO BAHADUR K. V. RANGASWAMI AIYANGAR: Mr. President, the nature of some of the topics on which Mr. Paramesvaran Pillai has chosen to dwell makes it somewhat difficult to deal with them now. My position in the college also precludes my discussing a certain number of matters of this nature. But, in the course of the discussion in this House, one or two statements have been made, on which it may be of advantage that I should offer some explanation and criticism. The implication in the line of argument that we have heard is that most of the members of the staff of my college are not having more than a few hours of work a week, and that they must, therefore, be idling away most of their time. May I say, as an old teacher, who might be supposed to know the ropes—to know not only how one might work, but also how it might be possible to avoid doing work,—that it is quite possible for a teacher to be extremely idle, and yet get at the same time regarded as doing 21 hours' work of teaching per week, even in the college classes? One of the easiest ways in which a person can create such an impression of being perpetually busy, while at the same time gaining a considerable amount of leisure to himself, is to increase the mechanical part of his teaching work, and at the same time diminish the hours and the opportunities that he should provide for preparation and further study. This is an aspect that we are apt to lose sight of, and it would be well if the Council will recognise it.

I accept the wholesomeness of the principle enunciated by Mr. T. K. Velu Pillai, and I trust that the House will recognise, as he has done, the necessity for collegiate education. I should also like that the House be equally impressed by the need not to confuse really inadequate work or idleness among teachers with an actually low amount of teaching work, coupled with such thorough preparation as to ensure its high quality, that is possible for instructors in a college. If college

teachers are to do their work really well, they must do a great deal more than merely go to a class and lecture. I am not concerned, here and now, to say whether *we* in His Highness the Maha Raja's College do our work well or ill, or whether we are working as much as we should or not. On this matter, the members of this House are apparently as well informed as, or perhaps better informed than, many of us who are inmates of the institution. I am also not called upon either to challenge or to confirm that statement. I should merely like to tell the House that I know that *some* of us at least feel the strain of our work to be intense enough and that we should not be sorry if it could be reduced.

Mr. T. K. Velu Pillai has put a question which he expects me to be able to answer, in regard to the number of hours which each member of the college staff is expected to do in his classes. I am really not in a position to answer in regard to other subjects, being to some extent segregated from the affairs of other departments of my college. In my own department, ordinarily each of us gets about 12 hours a week. This year, for instance, I have about 14 hours, including some essay work. Perhaps, the House may consider this very light work. I may, therefore, inform it and Mr. Velu Pillai that, when a rule was made in the Benares Hindu University that every one of its Professors should work 12 hours a week, it was protested against by the entire professorial staff, and it was maintained that real University work could not possibly be done, consistently with the due maintenance of proper standards of scholarship, if so much was to be demanded of an instructor in the University. This may show to the House that it is not only we, the "interested parties" in the local college, but that other people, situated like us elsewhere, feel that to attempt to do more would infallibly lead to a deterioration in the standard of collegiate teaching. Academic opinion everywhere will uphold the position. May I also add that, if you wish to find out whether a college Professor is doing his work well or ill, there is no use in your applying a mere arithmetical test, a mere mechanical standard, in order to judge the question?

MR. T. K. VELU PILLAI: May I know from Mr. Rangaswami Aiyangar if the library classes in the college could not be dispensed with?

RAO BAHADUR K. V. RANGASWAMI AIYANGAR: I am sorry I cannot be asked this question, since I have sat down.

PRESIDENT: He rose to ask his question before you resumed your seat, Mr. Rangaswami Aiyangar.

MR. T. K. VELU PILLAI: Yes, Sir. I put the question before he sat down.

RAO BAHADUR K. V. RANGASWAMI AIYANGAR: I am sorry, Sir, that I did so. It does not, however, matter, as Mr. Hodgson is both willing and able to answer that question, and can do so with more knowledge of the working of the classes than I can claim to have.

[Mr. L. C. Hodgson.]

MR. G. PARAMESVARAN PILLAI: Sir, I wish to be informed—and so far I have not got any enlightenment with reference to this particular matter—whether such a large number of Tutors and Demonstrators and Lecturers would be required for the efficient management of college work.

MR. L. C. HODGSON: Is that information required with reference to the Honours course?

PRESIDENT: I suppose it is that.

MR. L. C. HODGSON: We have pointed out what a Professor's, Demonstrator's and Tutor's life is, and that, if he does his duty, his ordinary duty, a Professor will have ample work.

MR. G. PARAMESVARAN PILLAI: We have heard only of the Professors' duties. What about this army of Tutors and Assistants?

MR. L. C. HODGSON: Speaking of college work, Sir, I have already said that the Professors, Tutors and Lecturers are all students working together in the pursuit of knowledge. I will now reply to the question of Mr. T. K. Velu Pillai in regard to tutorial and library classes. Tutors are largely employed in doing that work; but not only the Tutors, because the Professors and Assistant Professors also from time to time enter the library classes and converse with the students and help them, along with the Tutors, in their difficulties. Library classes exist for a purpose which I consider to be a most important one in collegiate education, *viz.*, for encouraging the pupils to do something for themselves. Instead of sitting hour after hour and listening to the lecturer, the student sits and reads and with the help of the books in the library he wrestles with his difficulties and overcomes them for himself.

MR. T. K. VELU PILLAI: I beg to be excused for this interruption. I wish to ask Mr. Hodgson if he has paid a visit to any of these library classes during this academic year or the last academic year.

MR. L. C. HODGSON: I am giving my own experience in previous years. I have not visited these tutorial classes for the last year or two; but I have no reason to doubt that, under Mr. Stephenson's supervision, they are well and satisfactorily conducted. I was also questioned whether all these Tutors were really necessary, seeing that this library work cannot, by any means, occupy all their time. As to that, Mr. K. V. Rangaswami Aiyangar has told us that they do a good deal in the ordinary work of the college and even a certain amount of Honours work in the college.

But there is another and a very important duty that devolves upon the Tutors. When I was in the college, I paid special attention—and may I say that I think that it is perhaps to some extent due to that, that

we have such admirable English spoken by some of the gentlemen here?—I paid special attention to English composition. Composition was arranged in this way and, I believe, the same is done at the present time. Exercises were set once a fortnight—

MR. A. HOOGEWERF: History, they say, repeats itself. There is Mr. K. V. Rangaswami Aiyangar who could write down the whole history of the past, present and future. Does he want a lot of time for teaching his subject? Take mathematics.

PRESIDENT: Mr. Hodgson is not speaking about mathematics.

MR. A. HOOGEWERF: He is the Director of Public Instruction and we look to him for instruction. Does the Mathematics Professor want leisure to quote the binomial theorem and all that, and does it take a lot of time? But the ordinary mathematics taught in the Intermediate and the B. A. classes is not of much use now.

PRESIDENT: What is your question?

MR. A. HOOGEWERF: Does mathematics want any particular preparation for lecturing? Does a man who has passed the Honours, Master of Arts or Bachelor of Arts degree want much preparation to teach a class?

MR. L. C. HODGSON: A college Lecturer or a Professor is not one who merely keeps a chapter ahead of his class, as Mr. Hoogewerf seems to think. He has the whole realm of mathematics for his field. For instance, take astronomy, which is a branch of mathematics. The whole subject of astronomy has not been thoroughly investigated. For a University student or Professor, the scope of his studies is unlimited. To return to composition, composition work plays an important part in the work of the Tutors, under the guidance of the Professor or the Assistant Professor—because every individual exercise has to be corrected and gone through line by line with the writer,—and that takes up a great deal of the Tutors' time.

Finally, Sir, if Mr. Paramesvaran Pillai and Mr. Velu Pillai think that public money is unnecessarily wasted upon these Tutors, these junior members of the college staff, I would refer them to a well-known passage in John Stuart Mill who states, in connection with an enquiry into the proportion of salaries and pay that has to be given for the work done, that Professors and teachers in colleges must be excluded from the calculation, because it is impossible to tie them down to a certain amount of definite work.

To the question of Mr. G. Paramesvaran Pillai, my own view of the matter is that there are not more Tutors or Lecturers or Demonstrators than the work of the college needs.

MR. G. PARAMESVARAN PILLAI: I do not press the motion.

The motion was, by leave, withdrawn.

Motion 114.

MR. M. R. MADHAVA VARIAR: Sir, I rise to make the following motion:

[Mr. M. R. Madhava Variar.]

114. To reduce the allotment of Rs. 4,41,500 for English School Education by Rs. 1,34,000.

The question of educational expenditure was thoroughly discussed in this Council in connection with the previous motion and it has been held by certain members of this House that educational expenditure cannot be curtailed. I do not agree with the opinion expressed by those members. We can spend money on education only according to our means. Education is a spending department and the expenditure on education must depend upon the surplus that we get from other departments. So, expenditure must be guided by the financial position of the country. And it has been pointed out by several members that the expenditure on education is on the increase year by year. That is why I move that a reduction of Rs. 1,34,000 be made.

It is a matter for pride that we are prominently in advance of other States in the matter education. But I have to impress upon this House that our pride should not lead us to a fall. In 1096, Government spent only Rs. 4,50,141 on English education; but the sum increased by about Rs. 50,000 in 1097; and we have budgeted for Rs. 5,84,900, excluding the cost of controlling agency and special education, in 1098. Most of the members on this side of the House—and I know that some members on the other side also—feel that we must cry halt at this juncture. Government also felt that the expenditure on education was alarmingly increasing and appointed a committee to suggest ways and means of curtailing such expenditure. That committee went into the whole question of educational expenditure and made certain recommendations which, I think, were practically approved by the Government. But I am sorry to find from the budget estimate that the Government have not yet thought it convenient to follow the recommendations of the committee. They suggested that only six departmental schools need be maintained by Government and that the other schools must be transferred to private agencies such as municipalities, etc. But that can be done only gradually; it cannot be done all at once. But if it has to be done gradually, the Government must show an inclination that it can be done. If the Government increased the cost of education and then handed over those institutions to private bodies, I think that private bodies would think twice before accepting the responsibilities thereof. Moreover, I am of opinion that the reorganisation of this department on the present occasion was not happily conceived and rightly recommended. I am free to admit that low-paid teachers should be amply paid for their sustenance. But I do not agree with the reorganiser of this department in the need for increasing the salaries of teachers who get enough to make both ends meet. This question has been thoroughly discussed in this Council at the time of the general discussion on the budget. One who accepts the profession of teaching is actuated by the highest of motives; he is a true patriot. Those who wish to amass immense wealth through this department should not be tempted thereto. As Mr. Hodgson observed the other day, a certain amount of sacrifice and satisfaction is expected from

those who have accepted this noble profession. So I make an earnest request to the Government to shelve the reorganisation of this department for the present.

It is admitted on all hands that the educational system which is now obtaining not only in Travancore, but in the whole of India, is unsuited to our temperament or to our ideals. English ideals have been transplanted here and they do not agree with our temperament. A good deal of our time is spent in studying a foreign language; but the useful knowledge that we imbibe thereby is very little.

But for the fact that Government will entertain only those who have passed some examination in English, many would not have cared to spend their money for such a course of instruction. The knowledge which a few fortunate individuals derive from English education does not sufficiently percolate to the masses. That is because certain persons study Malayalam and this is not taught in English schools. And I find from the result of the working of the department that the vernacular language is neglected by the Education Department. If all subjects are taught in the vernacular up to the sixth form, I think that this diffusion of knowledge can be secured. This is not a new suggestion. This was made by the Calcutta University Commission; and this has also been made by several Provincial Governments in India. If this is done, Malayalam literature will be improved and the knowledge which is imparted in the high schools and colleges will become part and parcel of the knowledge of the common people. Moreover, if instruction is imparted in Malayalam, expenditure can be reduced; for then we do not want highly-paid English teachers. Those who know Malayalam are paid low salaries and they are available. If this suggestion is found acceptable to Government, I think that in that way we can save a lot of expenditure.

Sir, there is a feeling in the country that the English school is the preserve of aristocrats. This feeling was engendered in the minds of the public by the prohibitive cost of education, by the extraordinary remuneration of teachers, and by the increased rates of fees. In the educational conference, I remember one member to have suggested that fees in the preparatory classes should be increased to prevent the rush of students. That itself shows that that headmaster does not want to popularise English education, but to keep it as a preserve for rich men. Mr. Hodgson is of opinion that English school education must, as far as possible, be self-supporting. If the ideal of education which we pursue is the training of citizens, if our ideal is the development of faculties inherent in us, we should not for one moment suffer the present policy to be continued. Sir, a school like a temple must be accessible to the ordinary people. For that we must minimise expenditure and make education as cheap as possible, and our endeavour should hereafter be to reduce expenditure by all available means. It is not wise to cut down the number of schools; it is not expedient to reduce the staff as in other departments. But we can for the present refrain from increasing the salaries of teachers who get more than Rs. 50.

[Mr. L. C. Hodgson.]

MR. W. H. PITT: Sir, I wish to know whether the member's point is that learning is only useful for appointments and that thereafter men need not study.

MR. T. K. VELU PILLAI: Sir, I object to the answer being given, because Mr. Pitt has put the question long after Mr. Madhava Variar sat down (*Laughter*).

MR. L. C. HODGSON: Sir, I have listened to various proposals to reduce the allotment on English education by nearly a lakh and a half rupees. The complaint is that the expenditure on English education goes on increasing year after year. I cannot deny the charge; it is quite true. It does go on increasing year after year. The Government have opened some half a dozen high schools in the last two or three years and the department is obliged to maintain those schools. In the coming year—the present school year—we have opened higher forms in four schools *viz.*, Alleppey, Nedumangad, Martandam and Adur. That is one reason for the increase of expenditure on English education during the coming year. But, on the other hand, we have done something—what we can—with a view to reduce the expenditure on English education. The number of pupils per class has been increased, so that the number of teachers required will be fewer. That is a measure that has been taken with a good deal of reluctance, but it is an economical measure—and one that, in the present view of the finances, seems to be necessary; and consequently it has been sanctioned.

Mr. Madhava Variar tells us that he thinks that the proposed increase of pay to the graduate employees in the department ought not to be given this year. I suppose that, for ruling that the Salaries Committee should deal with persons whose pay did not exceed Rs. 150, the authorities had very good reasons. The highest pay to teachers in the first grade being Rs. 150, these teachers came under the consideration of the Salaries Committee and their pay would be raised to the maximum of Rs. 175. Sir, I do not think that this pay is at all excessive, for a graduate teacher must also be a Licentiate in Teaching and must be able to teach the higher classes and in most cases he has to wait many years on that pay before he can be elevated to the position of a headmaster. Even at that pay, I am sure Mr. Madhava Variar will admit, there is a certain amount of sacrifice in accepting posts which lead only to that maximum. The teacher both in the English and the Vernacular schools is doing very noble work—and self-sacrificing work—and I should consider that, for the work he does, the highest pay that we give is not too much.

Mr. Madhava Variar alluded to the proposal of the Expenditure Committee that, in order to save expenditure, the Government should hand over a certain number of schools to private agencies. We are willing to give them over to them; but I am afraid it cannot be done for the simple reason that there have been no offers whatsoever from

private persons to take over any of the departmental schools, since the time when the Committee made that suggestion up till now. The result is that we have as many as 20 departmental English high schools in our hands and some 16 or 17 middle schools; whereas private agencies have 22 high schools and—I believe I am right in saying—some 72 middle schools.

Then Mr. Madhava Variar dealt with English education as English education and condemned it. He said that it was a waste of time to learn a foreign language, but somewhat inconsistently he found fault with headmasters for not popularising English education.

MR. M. R. MADHAVA VARIAR: Sir, I think I am misunderstood. I said that education must be imparted in Malayalam and that we spend too much time in acquiring a foreign language. I do not condemn that language.

MR. L. C. HODGSON: Mr. Madhava Variar says that English education in the high schools should be through the medium of the vernacular and not through the medium of English. He referred to the Sadler Commission which certainly advocated that principle after enquiring into the educational conditions of Bengal; but conditions are not quite the same in Travancore and in Bengal.

The President has reminded me that, with regard to the taking over of departmental schools by private agencies, he personally asked the people of Haripad whether they would take over the Government schools in that town, and they refused to do so. I was wrong in saying that there had been no offers; I should have said there were no takers.

To return to the point, Mr. Madhava Variar said that secondary education should be conducted through the vernacular, and, as this is not done at present, he condemns English education. I should like to say that we have in Travancore certain schools where secondary education is conducted through the vernacular. We started four or five such schools, four or five years ago, largely because it was proclaimed on public platforms and clamoured in newspapers that the people of this country wanted education through Malayalam and that they did not want it through English. Very well. We decided to give it a trial. My old colleague, whose recent death, I am sure, we all greatly regret, Mr. P. Ramaswami Aiyar, was most enthusiastic about it, and a scheme of vernacular education up to the ninth standard was introduced in five or six schools in Travancore, but after a trial of two or three years we had to shut up two of them and the number of pupils attending those that remain is not great. My own belief is that if we were to turn all the English schools into vernacular schools and to teach all the students in the high schools through the vernacular instead of through English, the parents and guardians would ask us to give it up and teach them through English. A few years ago, Sir Henry Stone, Director of Public Instruction, Madras, stated in the Madras Legislative Council that there was nothing whatever to prevent pupils of the Madras Presidency answering their papers in the secondary school leaving certificate

[Mr. A. Hoogewerf.]

examination in the vernacular language, but no one had ever expressed a wish to do so, and he went on to say that he was quite sure that, if headmasters were asked to teach their classes through the vernacular, they would protest in a body and beg to be allowed to teach in English. I believe, Sir, that this is the true state of affairs in regard to this matter.

I admit that the cost of English education is high. I do not myself—

MR. T. K. VELU PILLAI: Sir, may I bring to your notice that the ten minutes at the disposal of Mr. Hodgson are over?

PRESIDENT: Not yet. There are two minutes more.

MR. L. C. HODGSON: I have always thought, and in a letter to Government dealing with the recommendations of the Education Expenditure Committee I said that I considered, that secondary education ought to be nearly self-supporting. And I believe that in most countries that is the case. But it appears that we cannot go further in the way of making parents and guardians pay more than they do at present, and if that is so, then, as far as I can see, the burden must fall upon the Government.

MR. A. HOOGEWERF: Sir, I stoutly oppose Mr. Madhava Variar's motion to cut down the grant by more than one lakh of rupees. The school-master is abroad. I should say, the English school-master is abroad. English has become the *lingua franca*, not only of India, but of the whole world. Whenever a man came to me for an appointment when I was in service, the first question I put to him was: "Do you know English?" The ricksha-walla, the bandy-driver and even many of the street-sweepers in Madras understand English, and, if you go to Madras without knowing English, you will have to resort to a dumb language. Malayalam was the language of State correspondence in days gone by, the palmyra leaf being then much in evidence. Now, everything is in English, and you are nowhere if you do not know English. To go back to Malayalam would be like getting the Karamanai river to flow backwards. The other day, Mr. K. P. Raman Pillai said that those who had passed in the vernacular examinations were wandering about the streets of Trivandrum in search of employment. I must add that, even with a good knowledge of English, the scope for employment here is very limited. Ours is a model State and we stand pre-eminent in education. Hundreds of graduates are being turned out every year, but the official loaves and fishes are few, and we are bound to get out of the State in search of fresh fields and pastures new. My son and daughter have taken service in British India. There are many Travancoreans who are doing very much better in British India than they would have done here, and it is the English education they received here that has helped them on in life. Education, on right lines, has a marvellous effect in uplifting a people and making them prosperous and god-fearing. So, the

money spent on education is a great investment and there should be no cuts, except to remove unhealthy growths. For these reasons, I strongly oppose the motion.

MR. S. KRISHNA AYAIR: I wish to draw the pointed attention of this House to one possible line of retrenchment in the matter of high school education. At present headmasters of high schools have only administrative work. No doubt, they are entitled, if they choose, to engage classes for an hour or more. I hope my friends on the other side will be able to bear me out so far. But these headmasters do not care to teach and they confine themselves purely to administrative work.

MR. L. C. HODGSON: That is not correct. Headmasters have classes. I do not remember exactly the actual number of hours they teach. It may be six to ten hours a week.

MR. S. KRISHNA AIYAR: Even according to Mr. Hodgson, so far as teaching work goes, they have work only for something like an hour or an hour and a half a day. One becomes a headmaster after an educational experience of fifteen or twenty years, during which time one has developed one's talents for teaching; and if his work is confined to the administrative side, the benefit of his experience is lost to the world. The very same idea had been prevalent in England, where the headmaster's functions were restricted to administrative work. But, in the recent pronouncement of Mr. Fisher in the House of Commons, he makes the following observation with reference to that aspect of the matter:

"First by making the head teacher of every school responsible for teaching all classes in the same area, the headmaster had to take a full share of teaching in that area."

Even where full allowance was made for the miscellaneous administrative duties he had to perform, it was a deplorable waste of educational power that a good teacher should be withdrawn from teaching.

MR. M. RAJARAJA VARMA: Sir, in regard to English education, it was said by Mr. Madhava Variar that it did not impart any useful knowledge.

PRESIDENT: He did not say exactly that English education did not impart any useful knowledge. He said that we could impart that knowledge through the vernacular.

MR. M. RAJA RAJA VARMA: He probably added that later on and said that it was better that it should be given in the vernacular. I am afraid that most of the knowledge we have got—and all of us in this Council have got—is through English and not through the vernacular. This fact has to be borne in mind in connection with the present discussion. No doubt, it is a transplantation from other countries. But it is not our vernacular, but it is English, that has given us a great deal of useful knowledge, and brought us to the position we are in to-day. Another charge against English education was that, as it would not filter down to the masses, it was practically useless. I may point out,

[Rao Bahadur K. V. Rangaswami Aiyangar.]

in this connection, that since English education was introduced into this land several years ago, I believe it was 100 years ago, the knowledge of English has spread so far in this country that we find even our own house-hold servants assisting their masters in their business. I cannot say, therefore, that English education has not filtered through to the masses, but there may be a great number of men who may not yet know English. But, so far as English is concerned, as I have said already, it has given us very useful knowledge.

In regard to the pay of the teachers to which Mr. Madhava Variar referred, I may say that, so far as the question of the English school teacher is concerned, it is not quite so simple as that of a teacher in the vernacular school who has only a small examination to pass. The teacher in an English school has to spend a great deal of money for his education and then he has to get himself trained, and, having regard to his equipment and qualifications, it is certainly necessary that he should be paid well, if we wish to get good work out of him. I may also point out another fact in regard to English education, *viz.*, that we have got a sufficient return from it, because we find from the budget that the receipts on account of English education are estimated at Rs. 4 lakhs, while the expenditure to be incurred is only Rs. 4,41,000. Another point to which I wish to refer is that, if we go in for the medium of the vernacular in regard to Secondary education, the result will be that we shall have to sever ourselves from the University. If our sixth form boy is not able to get as much knowledge of English as is required by the University, we should have a separate University altogether. That, I submit, is far, far away, and I do not think that it is so easy as some members seem to think.

RAO BAHADUR K. V. RANGASWAMI AIYANGAR: Sir, I do not want to traverse the whole ground that has been taken by the speakers on the other side in justification of the proposition that has been moved by Mr. Madhava Variar. I wish only to speak on two points and to commend my views to the most earnest consideration of this House, before it proceeds to the disposal of the proposition of Mr. Madhava Variar.

The first of these related to the feasibility and the wisdom of the substitution of the vernaculars for English in imparting instruction and in our educational schemes. I did not quite understand Mr. Madhava Variar to go so far as to suggest—I speak subject to correction by Mr. Madhava Variar—that we should regard vernacular education as an *alternative* to English education, to give up the existing *quantum* of English education, and to convert our English schools into vernacular schools. If I have understood him correctly, there will be no object in my criticising, as I should like to do, so wrong a policy. I take it that Mr. Madhava Variar urges his proposal mainly on the ground of economy, and not with the desire to advance vernacular education by substituting instruction in the vernaculars, where instruction is now

imparted in English in non-English subjects. It is hardly necessary to pursue this subject any further. For, almost all of us would agree with Mr. Hoogewerf and regard it as a real calamity, if anything were done to restrict the area of English education in this country. Apart from the value of English as a language and as an instrument of culture, we might remember that it has another claim, namely, that practically our political destiny is almost entirely bound up with its adequate cultivation and study. We need not develop that idea still further, because I am sure that nobody in this House will seriously support a suggestion that we should go back on our policy as regards English education. If any one does so, he has only to be reminded that the representatives of the people of Travancore for the last ten years in the Popular Assembly have insistently asked for more and more English schools. I should like to impress this fact not only on this House, but also upon Mr. Madhava Variar, in order that he might perhaps see the need for the reconsideration of what he has spoken.

In regard to the suggested postponement of the increments of pay, hopes of which have been held out to our teachers, may I point out, Sir, that the standards of pay that are adopted in Travancore for English teachers are by no means excessive and do not by any means err on the side of generosity or lavishness, and that, when compared to similar standards *now* obtaining on the other side of the Ghats, they are really ordinarily much lower? Except in some branches of study like the vernaculars—and my own branch, history—in which the annual supply of graduates is in excess of the demand, there is, at the present moment, very real difficulty in obtaining suitably equipped men and women to undertake teaching in the various English schools, both here and in the adjoining Presidency. I say this with a full sense of responsibility and from sufficient personal knowledge.

Those who have already entered our schools as teachers may go on, notwithstanding their growing dissatisfaction. Possibly, they may even derive some satisfaction, a temporary consolation, from Mr. Madhava Variar's panegyric on the nobility of the teaching profession. They may, perhaps, even for a moment, forget—what I cannot—that, after all, every lawful profession is equally noble, when followed with due earnestness. Cannot this be said, for instance, of the profession of law itself, which Mr. Madhava Variar and his friends on the other side follow, with such conspicuous success,—and profit? Helping a person to get redress, when he has suffered wrong, is surely by itself enough to show how noble the profession of the advocate is. But will any lawyer accept this as a justification for his giving his service *free* to his clients as, I believe, advocates elsewhere are, at least, in theory, supposed to do? Why then should it be suggested that teachers, any more than lawyers, should accept low pay, because their work is so confessedly noble? If you employ people and if you do not pay them, it is surely no good merely to appeal to their higher sentiments and tell them that they should sink their interests, because it is so noble to do

[Mr. P. K. Narayana Pillai.]

so and so sordid not to do so. I affirm that the Council is not justified in saying this to our teachers: "We are in a financial difficulty. So kindly put off, till we get to better times, any hopes which may have been held out to you of even the small increments of pay that you may have become entitled to get." It will not be worthy of this Council to adopt this kind of economy.

For the last two years, there has been in Travancore a comprehensive Association of Teachers with which I have been connected as a member. My colleagues in the Association have often spoken to me pretty freely about their rights and disabilities, hopes and disappointments, advantages and grievances. From such opportunities to mingle with them intimately, I know that there is, at the present moment, very acute dissatisfaction among our teachers of all grades and classes in regard to their position, emoluments and prospects. Even if such emoluments as they now receive be improved, they will only go *part* of the way to reduce this tension of feeling. But, if even this is to be postponed under Mr. Madhava Variar's proposal, I cannot describe in sufficient terms the acuteness of their disappointment and the increased bitterness of their feeling. May I ask the House to remember that a depressed profession is worse than a disorganised one, and that from a disappointed service one can hardly expect a good outturn of work? You are, therefore, sure to defeat your object and end in bad economy, if you follow the lead you are asked to follow and in the result to provide bad teaching and bad *moralè*. Should you forget what your teachers are entitled to look for from you in equity as between employers and employees? I must therefore make a very strong appeal to this House to consider these aspects before voting on this proposition and I must also appeal to Mr. Madhava Variar to see both the wisdom and the justice of not pressing his proposition to a vote. Whatever be *our* financial difficulties, whether they be great or small, real or fancied, they must be solved in *other* ways, and not by putting off increments of pay, which those who have laboured for us have earned a right to expect from the State.

MR. P. K. NARAYANA PILLAI: Sir,—

MR. N. RAMAKRISHNA PILLAI: Sir, may I move for a closure?

PRESIDENT: Let Mr. P. K. Narayana Pillai finish his speech.

MR. P. K. NARAYANA PILLAI: Sir, I am not concerned here with the comparative merits of English education and those of vernacular education; that is all beside the point. In the light of the explanation that has been elicited in the course of the discussion that the headmasters have only teaching work for an hour and a half a day, is it not possible—I raise this question for the consideration of the Director of Public Instruction—to economise the numerical strength of the staff appointed for these schools? I think that that is the only question

which requires consideration. As for the appeal made by Mr. Rangaswami Aiyangar calling upon this Council not to commit itself to the unworthy position of cutting down the salaries of teachers, I think that appeal receives considerable weight from this side of the House also. Still we have to find whether it is not possible to take into consideration the extremely small number of hours devoted by the headmasters for teaching, and in view of that particular aspect of the question whether it is not possible to reduce the number of teachers.

MR. N. RAMAKRISHNA PILLAI: Sir, I move for a closure.

PRESIDENT: Does the House want a closure?

The House accepted the motion for closure.

MR. M. R. MADHAVA VARIAR: Sir, I do not mean that English education should be eschewed. I simply suggested that certain subjects should be taught in Malayalam and more importance should be given to Malayalam. Then, with regard to the salaries of teachers, what I wanted to point out was that, if according to the opinion of the Expenditure Committee, some of these schools are to be transferred to private bodies such as municipalities, they might not be in a position to assume the responsibility of the school. That was the point I raised. I do not know if the sanctioned salaries of these teachers are not excessive. However, a certain amount can be reduced if all the subjects except English are taught in Malayalam and if the reorganisation as at present sanctioned is not fully allowed to take effect. So I do not withdraw the motion. Even if there is no one to support me, I do not withdraw the motion.

MR. L. C. HODGSON: Sir, I do not quite understand how the cost can be reduced, if the non-language subjects are taught in Malayalam as stated by Mr. Madhava Variar. You have to employ a teacher, whether the subject is to be taught in English or Malayalam. Am I to understand that the English teacher is paid more than the contemplated Malayalam teacher who is going to teach advanced mathematics in the sixth form? Whether he teaches in Malayalam or in English, he needs some remuneration. I do not quite understand the point of what Mr. Madhava Variar has just said.

I have listened with much interest to Mr. Hoogewerf's eloquent speech on the subject. Mr. Krishna Aiyar's remarks, I am afraid, I must contradict. He told us that, in England, Mr. Fisher has announced that a headmaster should do a fair day's teaching in schools. I think, if Mr. Krishna Aiyar had looked more closely into the matter, he would have seen that Mr. Fisher was only referring to elementary schools, and even among them only to those schools the number of pupils in which does not exceed 250. Now in our elementary schools, not only where the number does not exceed 250, but even in those containing as many as 500 or 600 pupils, the headmaster does a full day's teaching. I may say also that, in the English middle schools, the headmaster does his full day's teaching. It is only in the English high schools where the

[Mr. M. R. Madhava Variar.]

numbers run from nine or ten hundred to four or five hundred, where the headmaster has a very large amount of administrative work, and more important than that, where he has got an enormous staff—an army of teachers—and where it is very necessary that he should spend a great deal of his time in supervising their work and giving advice to them, it is only in these schools that the headmaster is, to a considerable extent, liberated from actual teaching.

There is only one other point that I have to deal with.

MR. K. PARAMESVARAN PILLAI: Is not the standard in the elementary schools in England just as high as in the high schools in India?

MR. L. C. HODGSON: No; it is not as high as in the high schools in India. In some subjects in the high schools in India, ordinarily it is as high as that of the public schools in England.

Mr. Narayana Pillai asked whether, if the headmasters were given some teaching work, it would not be possible to reduce the number of teachers. I can assure Mr. Narayana Pillai that we have taken the very greatest care in assigning the minimum number of teachers to the several schools. The headmaster has a certain number of hours of teaching work—as much as can be expected. The teachers of the other subjects are reduced to the lowest number with which efficient work can be done. I need not say more. I hope Mr. Madhava Variar will not press his motion. If he will not withdraw it, I shall certainly continue to oppose his motion and to plead to the House to pass the full amount that we have budgeted for under English Education.

PRESIDENT: Inasmuch as Mr. Madhava Variar presses for a division, I shall put the motion to the vote of the House.

The motion was put and declared lost, 6 voting *for* and 29 *against*.

Motion 115.

MR. M. R. MADHAVA VARIAR: Sir, I beg to make the following motion:

115. To reduce the allotment of Rs. 2,01,760 for Vernacular High and Middle Schools for Boys and Girls by Rs. 2 lakhs.

The expenditure for vernacular high and middle schools for boys is Rs. 5,29,000 for 1928. The revised estimate of 1927 is Rs. 4,90,400. The budget estimate for those schools for girls is Rs. 2,03,200, while the revised estimate is Rs. 1,84,700. I think that this increase is due to the reorganisation of the department. I have moved this resolution not to vote out Rs. 2 lakhs from the budget of this year, but to discuss the educational policy with regard to vernacular schools. Sir, my firm belief is that these vernacular middle schools are useless and they need not be retained. The education which is being imparted there is purely literary and it does not by itself help the students to earn a living in the world or to prosecute their further studies. Generally poor people attend the vernacular middle schools. Hitherto they were induced to study in those schools by the prospect of teacherships

in the Malayalam schools. Now their number has swollen to such an extent that the Education Department cannot afford to employ them all and no other departments want them. Owing to the large number of these people there is general unrest and unemployment in the State. Sir, I consider vernacular middle schools as nothing but institutions for low-paid teachers. We have enough of them and hereafter it is not wise to add to their number. Middle schools are getting unpopular every day. This year certain schools were stopped and I hope next year a good number will have to be reduced for want of students. I shall be happy if all the middle schools will be stopped in the near future. Sir, what I have to suggest is that so many departmental middle schools are not at all necessary. Ten or eighteen schools may be retained for the purpose of procuring vernacular teachers in future. We spend Rs. 5,82,900 only for primary education. Almost the same amount is expended for middle school education also. If Government will spend more money for free and compulsory primary education, it will be a blessing to the State. I cannot move for adjustment of expenditure and that is why I move for a reduction of Rs. 2 lakhs under this head. Sir, if primary education is made more efficient and if Anglo-Vernacular schools are started, these middle schools can be closed. Already there is a large migration of students from vernacular schools to English schools. This migration will increase gradually. So, even if the Government do not propose to abolish the middle schools, they will cease to exist. So it is better to think of their abolition even now. Why can we not have Anglo-Vernacular education? Now up to the third form all subjects except English are taught in the vernacular. Government can gradually convert middle schools into Anglo-Vernacular schools and reduce the rates of fees now obtaining in English schools. The Government can also institute an examination in the third form standard. Those who pass that examination can be entertained in the subordinate grades of all departments, and even if there is no job for them here, they can migrate to other places and earn a living elsewhere. If the subjects are taught in Malayalam, the literature will be improved and knowledge will be diffused among the masses. I move this motion simply to invite a discussion on this question and to call the attention of the Government to the state of vernacular middle schools in the country.

MR. L. C. HODGSON: I will reply to one or two points raised by Mr. Madhava Variar. He has told us, first of all, that these vernacular schools are not wanted. I will later on say why they are wanted. He has told us that in the last year or two many of these schools were stopped, but he has not told us that, while some schools were stopped, others were opened. In 1096, the number of vernacular middle schools for boys reduced was 20 and the number of schools whose standard was raised was 15. Of the girls' schools, the number of schools whose standard was raised was 12. In 1097 the number of departmental vernacular middle schools for boys reduced was 34, while the number raised in standard was 21. There is no change with regard

[Mr. L. C. Hodgson.]

to girls' schools in 1097. I have recently had some little experience in this matter. As you are aware, the Chief Inspector of Vernacular Schools recommended the closing of a certain number of vernacular middle schools and certain classes in some of them, on account of proximity to other schools, which rendered their retention unnecessary, and also on account of their low strength. One of the schools with the 5th, 6th, and 7th classes, at Kulattur, not very far from Trivandrum, was closed. The order had hardly gone out when practically the whole population of Kulattur thronged into my office and insisted on their being allowed to have at least the 5th class. I granted this request. Two days later they all came again and demanded the 6th and 7th classes. That instance and other cases of deputations and telegrams from other places protesting against the abolition of classes in certain vernacular middle schools for boys show that the people *do* want these schools. I will not deal at the present moment with Mr. Madhava Variar's main contention that the vernacular middle schools have no other purpose on earth than to provide teachers for vernacular schools. I will deal with that later on.

He also advocates the system of Anglo-Vernacular schools. That has been suggested a good many times. The possibility of amalgamating the existing English and vernacular middle schools was discussed in the conference over which you, Sir, presided about a year ago, and it was decided that this was not fully feasible, but that an attempt should be made to introduce English as a compulsory subject in the vernacular middle school classes. It will be remembered that, in the month of March, or April I think it was, the inspecting officers made a local enquiry in 50 centres with a view to ascertain the wishes of the people as to whether they desired to have English taught as a compulsory subject in the vernacular schools, on the understanding that the fees that they would have to pay would have to be slightly raised. I can tell the House that there was a very poor response. Indeed, there was rather opposition to it. There has been so little encouragement to the proposed introduction of the compulsory teaching of English in these schools in the current year that the matter was postponed for another year and it can be done even then only if the people come forward and express their desire for it. I myself do not anticipate that they will come forward in very large numbers. My own belief with regard to Anglo-Vernacular education is that you will get neither Anglo nor Vernacular education out of it. I also think that it is putting too heavy a burden upon the parents who cannot pay more than a mere pittance for their children's education if, along with vernacular education, you combine instruction in English, because you cannot get instruction in English, try how you will, as cheaply as you can get instruction in the vernacular. Mr. Madhava Variar points out that there is a certain amount of migration from the vernacular schools. It is not so great as it is supposed to be. The fall of strength in the vernacular

middle schools is not entirely due to the rush into the English schools. It is partly due to the fact that a few years ago there was what I may call a boom in vernacular education. People were vying with one another to rush up buildings for middle schools, and the thing was overdone. There has naturally been some reaction.

The next thing that Mr. Madhava Variar alluded to is that a good many parents, feeling that vernacular middle school education is not immediately providing the pupils with employment, do not send their boys to vernacular schools. It is quite true that there has been some decline, but it has not been so great as has been believed and the loss in one place has to some extent been compensated for by increase in some other locality.

MR. T. K. VELU PILLAI: Sir, I do not propose to take much of the time of the Council in speaking on this motion. My friend, Mr. Madhava Variar, has tried to show that the present system of vernacular education is pernicious to the country, as it conduces to the poverty of the land; but whatever that may be, I am not at all in favour of discontinuing the vernacular middle school classes. Education is a subject on which our criticisms should be of a constructive nature. I am in favour of English being taught compulsorily in vernacular schools, and this should go on hand in hand with technical or vocational instruction. But all that forms part of a comprehensive scheme which it is not possible to discuss in this connection.

I have, however, to say a word about the pay of the teachers in vernacular schools, and it is mainly with that object that I have risen from my seat.

Sir, these teachers lead a wretched life of poverty. Those who are obliged to shout out the same thing ten times to teach little boys want sufficient food. They want also food to be given to their children and other members of their families. The teachers are a class of public servants who endeavour to keep themselves abreast of the times. The only ray of light that lights up the gloom of their lives is a thirst for knowledge and it is creditable to them that they eagerly devour the contents of all the newspapers and magazines that they can lay their hands upon.

From these newspapers the teachers learnt that there had been a general demand for increased wages. They learnt the value of organisation and began to organise themselves. Sir, I shall be the last person to advocate any kind of indiscipline. I am not inclined to tolerate indiscipline among teachers any more than among boys and policemen. But let us see what is the economic aspect of the complaint of schoolmasters and their method of seeking redress. To begin with, the idea that influenced them is the idea of trade unions so common in western countries. In some American States, there are laws to the effect that employers should not be permitted to turn out men for taking part in labour strikes. We have heard of the Postmen's Union in British India, established with

[Mr. N. Ramakrishna Pillai.]

the avowed object of bettering their fortunes. I remember in Travancore itself the subordinates of the Public Works Department sending a joint memorial ventilating their grievances. We need not go outside the Education Department. Some years ago, I remember Messrs. Hodgson and LaBouchardiere sending a joint memorial to Government asking for increase of salary. In the light of these facts, the Government should treat these unfortunate teachers with fitting leniency. If they thought that the teachers were acting against law, suitable steps should have been taken long ago. Last year this conference was held under the presidency of my friend, Mr. K. Paramesvaran Pillai. If Government disapproved of these activities, further conferences could have been prevented under the disciplinary jurisdiction of the Education Department. Sir, if the teachers were guilty of any excess this time, it was solely due to the negligence of the Education Department. In any case, it is not right that Government should follow the wonderful model in Oliver Twist in punishing people for the atrocious crime of asking for more food. I trust that this Council will accept the salutary principle of pardoning the teachers this time with a warning against repetition of concerted action in legitimate channels being turned into channels of illegality and indiscipline.

MR. P. K. NARAYANA PILLAI: I also rise to offer a few observations with respect to the motion made by Mr. Madhava Variar to discuss the policy of the vernacular middle school. I am very sorry I cannot agree with him. No doubt, as he pointed out, all that we cherish or expect from the vernacular school may not be realised now. He thinks that, in the view to be taken with respect to the schools, the question is, should not the Government take advantage of the deep-seated aspirations for vernacular education now found among the people? Taking advantage of that aspiration, we have to turn it to the best advantage of the people themselves. I would agree with Mr. Velu Pillai in maintaining that this attitude on the part of the people showing an amount of desire for vernacular education is not turned to the best advantage. That is pretty clear, and it is there that reform, if any, is needed. So, I am sorry I cannot agree in the cut just now proposed by Mr. Madhava Variar.

Then, with respect to the teachers' conference at Ettumanur, I would also point out that the voice of the teachers assembled there is certainly misunderstood by the Government as having emanated from their hearts and heads. It emanated from a lower region, the stomach, and was made to keep the wolf from the door. In that view of the matter, it should be viewed leniently, instead of punishments being visited upon these unhappy creatures.

MR. N. RAMAKRISHNA PILLAI: Sir, I fully endorse all that has been said by the previous speakers in regard to the punishments meted out to the vernacular school masters who are said to have taken

part in the teachers' conference at Ettumanur. We are not able to find any justification whatever for the action taken by the authorities in this case and it is really painful to know that many of these hard-worked teachers have been punished with excessive severity for attempting to voice their grievances.

The reform suggested in respect of vernacular middle and high schools deserves the careful attention of this House. It is possible to effect substantial reduction in expenditure by introducing very desirable and much-needed reforms in the present system of vernacular education. It must, of course, be our object to extend primary education more and more and to make it compulsory in the near future. But in regard to the vernacular higher classes, an entirely new policy has to be adopted. There is absolutely no scope for any employment for those who pass out of these vernacular higher classes, and as they are not trained to any profession, this sort of education is becoming more and more useless and less and less attractive. There has also been an enhancement of fees in the higher classes. Owing to these and several other reasons, there is a steady and noticeable decline in the number of students in the higher classes of several vernacular schools in the State. It is desirable, in the interests of economy, to reduce the number of schools with higher classes, wherever there is considerable fall in attendance and especially in those localities where we have more than one school of the kind. At the same time, the vernacular language should receive the highest consideration possible in any scheme of education we adopt. There is really no encouragement to vernacular education at present; and the separate maintenance of these vernacular schools hardly serves any useful purpose. It would be better to try and carry out a judicious policy of amalgamation of the English middle and the vernacular middle and high school classes, and to do away with the separate vernacular schools above the primary standard. A reduction of fees will have to be made in order to enable the poorer students to pursue this education; but this reduction will be compensated by the increase in the number of students.

With these remarks, I beg to support the motion.

MR. M. R. MADHAVA VARIAR: Sir, I withdraw the motion.

The motion was, by leave, withdrawn.

Motion 116.

MR. K. C. MAMMEN MAPILLAI: Sir, I beg to make the following motion:

116. To reduce the allotment of Rs. 21,379 for Hostels by Rs. 1,000.

My object in bringing forward this motion is to call attention to the fact that the hostel attached to His Highness the Maha Raja's College, Trivandrum, is confined only to students of certain communities in the State. I may say that, on principle, it should be thrown open to all classes irrespective of caste or creed; and it has been admitted by the

[Mr. L. C. Hodgson.]

Government and it has also been repeatedly said on behalf of the Government that when the new buildings are completed, provision for the admission of all classes of students will be made there. But it may take a long time before the new buildings are finished. In the meantime, since the principle is admitted and since there is but little difficulty to carry out the suggestion by providing one or two more kitchens, it may be possible to provide accommodation even at the present time for every other class of students now studying in the College. I understand that the present building is a very spacious one. It is not a very costly or difficult business to put up or to find kitchens for the non-caste Hindus and non-Hindus also who are prepared to reside in that hostel. Such an arrangement is found in the hostel attached to the Girls' College and also in the Victoria Hostel, Madras, and other institutions. I do not see any insuperable difficulty in carrying out these suggestions. I earnestly request the Government and the Council to support me in maintaining that this hostel should be immediately thrown open to provide accommodation for students of all castes and creeds by providing additional kitchens, if necessary.

MR. L. C. HODGSON: Sir, it is perfectly true that the existing hostel which was opened in 1909 was restricted, as its name implies, to caste Hindus. In those days, Sir, things were quite different from what they are to-day. I recollect the opening of the hostel; I recollect the sanction of the hostel and its being restricted to caste Hindus; and at that time, I believe, no objection was raised by any other communities. After a year or two, we ourselves in the college thought that it was rather hard upon other castes not to be provided with hostel accommodation, and we then entered into an arrangement with the authorities of the London Mission Society Hostel by which they undertook to allow a certain number of Christian students to have accommodation there, and we made it a condition that we should have a right to inspect that hostel and see that the arrangements were satisfactory. Then, Sir, the intention has been for many years to provide His Highness the Maha Raja's College with a fine hostel of its own. The history of this suggestion, as far as I remember, begins in 1905, in which year the first University Commission went round the colleges. Dr. Mitchell was a member of this Commission and one day he telegraphed to Dr. Bishop who was then in charge of the college, saying: 'For Heaven's sake prepare plan for hostel.' A plan was prepared by Mr. Bastow in about two days and it was shown to and approved by the Commission and was then put away in a drawer. That hostel was intended, I believe, to accommodate caste Hindus and other communities also. A few years later, Mr. Minchin, who designed that fine staircase in the college, prepared another plan for our hostel. For some reason or other, Mr. Lepper objected very strongly to certain architectural features of Mr. Minchin's plan and there the matter was dropped. Later on, the plan according to which the future hostel is being constructed was prepared by Mr. Jacob,

and it is so planned that there will be accommodation for others than caste Hindus, in fact for all communities; but as Mr. Mammen Mappillai tells us, Mr. Everard is not making any rapid progress with the work and I think it will be some time before that hostel is opened. Perhaps, it will not be in my time. I asked the Principal to let me have a statement as to the number of the different classes of students studying in the college at present, and I see from it that there are altogether 542 caste Hindus, 44 non-caste Hindus, 109 Christians and 10 Mahomedans, making a total of 705. The Mahomedans have their own hostel to which Government have given a subsidy; so we can rule them out. The Christians have accommodation to a certain extent in the L. M. S. Hostel, but certainly not enough for 109 students. I do not know how many are living with their parents or guardians. The number of non-caste Hindus, 44, is not very great. Of course, even when the new hostel is finished, we cannot have accommodation for all the 542 *plus* 44 *plus* 109 students; but, perhaps, when that hostel is completed and if the funds at the disposal of the Government are more abundant, we shall start building another hostel. Meanwhile, as I have said, the construction of the Hostel is likely to take some time.

Then there is the suggestion of making temporary arrangements in the present building. This is a house that belongs to the late Mr. Swami Aiyangar and is occupied only by caste Hindus. It cannot be extended in any way so as to admit other castes.

I would, however, like to give an assurance to this House that, if it can be done without any material addition to our expenditure, temporary arrangements will be made for members of other communities to be located in a temporary hostel under the supervision of the college authorities, in the town of Trivandrum. I can only say that some arrangement will be made and I cannot say whether we shall rent a house or put up temporary buildings of some kind, the latter alternative being possible only if the cost does not materially increase the budget. That is the intention of the Government until the new hostel is completed.

RAO BAHADUR K. V. RANGASWAMI AIYANGAR: Mr. Mammen Mappillai may now be pleased to withdraw his motion.

MR. K. C. MAMMEN MAPPILLAI: I should like to know whether separate kitchens could not be provided in the present building itself.

PRESIDENT: If you are not going to withdraw, you may speak at the time of your reply.

MR. N. KUMARAN: Sir, I should like to know why admission cannot be given to non-caste Hindu students in the hostel attached to His Highness the Maha Raja's College. We find that, in hostels outside Travancore, the same buildings are used by all classes of students. Now, I understand from the speech of the Director of Public Instruction that it is not possible at present to give admission to non-caste Hindu

[Mr. T. Lakshmana Pillai.]

or Christian students, as the present hostel is located in one building only. If that is so, I cannot support that view, in the event of separate kitchen accommodation being available, as I think it is available, in the present building where we have one set of kitchens for Brahmins and another for non-Brahmins. I do not find any difficulty in making provision in the same building for all classes of students when that arrangement is followed in most other hostels outside Travancore. For instance, I can speak with intimate knowledge about the Palghat Victoria College Hostel, where there is only one building and there are two separate kitchens, one for Brahmins and the other for Non-Brahmins. Christian boys, Ezhava boys, Nair boys and other caste Hindu boys are all living in the same building, but they are messing in different rooms. And under the rules governing that institution, each room is to be occupied by two students and I am told that there are instances in which Brahmin students and non-caste Hindu students are living as room-mates. I do not see any reason why the same system cannot be introduced in Travancore, especially because we find that, in the college on the other side of the road, our sisters are doing exactly the same thing. I do not believe our students of the Maha Raja's College are less liberal or more narrow-minded than the students at Palghat. I am sure that our learned Professor will assure me that they are not so. I, therefore, think that, if only Government be pleased to take this matter into consideration, I do not see any difficulty in introducing this reform tomorrow, for it is enough if they make some arrangement for appointing one or two additional cooks. That will certainly solve the problem. Whether the authorities at the hostel are going to admit into the hostel non-caste Hindus or not depends upon the accommodation available. But, the principle can be recognised that admission is possible, and given effect to when accommodation is available. I, therefore, think that this House should make it clear—at least the members on this side of the House—that, under the present circumstances, it is perfectly possible to introduce the change in the hostel that is now being housed in the late Mr. Swami Aiyangar's building.

MR. T. LAKSHMANA PILLAI: Sir in regard to the suggested provision of a common hostel building for caste Hindus and non-caste Hindus and others, I think it would be well if, before any definite scheme is embarked upon, the sense of the people as a whole and not of any particular section alone is taken on the subject. I am not quite sure whether all caste Hindus have got over their sentimental objections to having their meals cooked in the same building with non-caste Hindus and others. With many caste Hindus, the sentiment seems to be based upon a natural revulsion against particular kinds of diet which it is hard to get over. At the stage at which social matters have now reached I think it is premature to form any general conclusion as to this trend of popular feeling in the matter, and imprudent to base any decisive action thereon.

MR. P. K. NARAYANA PILLAI: Sir, the attempt on the part of the mover seems to be not only for a declaration of policy in the matter, but also to see further whether the Government cannot be drawn to act the part of a social reformer with respect to this question.

I beg to bring to the notice of the House that, whatever may be our personal views on the question of reform, to force it upon a people seems to be extremely undesirable. So, the scheme that has been put forward by Mr. Hodgson seems to be quite acceptable under the circumstances. The putting up of a hostel should not defeat its own purpose by driving away a number of caste Hindus.

MR. T. K. VELU PILLAI: I beg to ascertain whether, in the Girl's College Hostel, Christian, Ezhava, and Nair girls do not live together.

MR. P. K. NARAYANA PILLAI: I am not aware. With respect to the question now before the House, I am recording my opinion to the effect that Government should not be induced to force any measure of social reform.

MR. K. P. RAMAN PILLAI: Sir, I fear I have to take a view different from that of the mover. The existing hostel is known as the Caste Hindu Hostel and the existing inmates have gone into that hostel on the clear understanding that they will not be compelled to mix themselves up with non-caste Hindus or non-Hindus. I, therefore, think that Government are under an almost contractual obligation not to force other castes into the hostel. And there is the further difficulty—a practical difficulty—in the way of effecting this immediately. The hostel, as the Director told us, is already full. It will not be right on the part of the authorities to eject a few of these inmates to experiment and see whether the introduction of students other than caste Hindus would be practicable or not. I think that, for these reasons, I have to disagree from the mover.

RAO BAHADUR K. V. RANGASWAMI AIYANGAR: Mr. President, I might perhaps help the Council if I stated the position with regard to the Caste Hindu Hostel. It might also satisfy my old friend, Mr. Kumaran. In providing hostels, I believe, the recognised principle is that we should try to provide for students the same kind of accommodation, food and control as they are likely to get in their domestic circle. And in regard to pupils, I do not think that it will be expedient—I would even go further and say that it will be inadvisable—to introduce innovations which their parents will disapprove of. However, that question does not now arise. I take it that Mr. Kumaran and also Mr. Mammen Mappillai put it to the Council that, if we could provide further accommodation in the premises of the existing Caste Hindu Hostel in the way of additional rooms and additional kitchens, the difficulty would be solved. Now, in regard to that, I may be permitted to speak with some little authority as I had, firstly, something to do in getting the present building for the Caste Hindu Hostel, and, secondly, as I happen to live next door to it and contrive to spend some time

[Rao Bahadur K. V. Rangaswami Aiyangar.]

in wandering through the hostel premises. First, in regard to the accommodation; in its main building we are having only that number of students who can possibly be now accommodated,—not less. There is therefore, no possibility of finding accommodation for any more students. If we had, for instance, accommodation for ten more students, then it would have already been taken up. Gentlemen who know the nature of this structure know that it will be very undesirable to put up additional stories to it. Secondly, in regard to the putting up of additional kitchens, there is no room in the compound for doing so. Already some of the outhouses are nearer the building than they should be. I need not say that it is extremely undesirable that the outhouses should be very contiguous to the dwelling-places of the students. Our difficulty is pure and simple—one of space. Unless Government make up their mind to incur considerable expenditure on acquiring the adjacent houses and sides,—one of these is mine,—I think that there will be considerable difficulty in the expansion of the hostel in its present site.

MR. K. DOMINIC TOMMAN: Will the member inform the House whether, if there is any vacancy in the hostel, it will be given to Christians or Ezhavas?

RAO BAHADUR K. V. RANGASWAMI AIYANGAR: It is not merely a question of providing accommodation which you may grant or refuse; it is one of food and other things having to be found separately; and for this there is no space. Apart from this aspect of the question it has to be remembered that the hostel was rented from its present owner on the distinct understanding that it would be used as a Caste Hindu Hostel. I am obviously not concerned with that aspect of the question which Mr. K. P. Raman Pillai raised—

MR. K. P. RAMAN PILLAI: Parents will be concerned with that.

RAO BAHADUR K. V. RANGASWAMI AIYANGAR: As I said, the owner of the house who rented it is entitled to object to its being used for any other purpose, when the contract was made on that implication. It can be terminated if anything in the way of an innovation in the terms is attempted, or a revision of the terms demanded. It is not therefore a question of social reform. The college authorities will be the last to raise difficulties in the way of providing for the residence of any section of their students.

MR. N. KUMARAN: Sir, I wish to state that I have myself once hired this house for three or four days for the purpose of the S. N. D. P. Yogam some years back. I do not think that the owner of the building will have any objection whatsoever on that score.

RAO BAHADUR K. V. RANGASWAMI AIYANGAR: I am not in possession of the owner's intention. My point is that he has agreed to certain conditions and we have no right to presume anything else.

I am not also sure, if some rumour which I heard is correct, as to who at the present moment has the right of the owner. It is likely to prove an extremely difficult question, and our present arrangement is the most feasible in the circumstances.

MR. N. KUMARAN: Sir, will not some purification ceremonies suffice?

PRESIDENT: That is not a question that Mr. Rangaswami Aiyangar can answer.

MR. K. P. RAMAN PILLAI: Sir, I move for a closure.

The motion for closure was then put and carried.

MR. K. C. MAMMEN MAPPIILLAI: I am not satisfied that it is absolutely impossible to build some outhouses in some part of the premises of the present hostel. I am not satisfied that there will be any insuperable difficulty in providing accommodation, especially when any new vacancy arises, for Christians or non-Hindus. And, therefore, unless a definite assurance is given by the spokesman of the Government, —I do not want that the existing inmates should be asked to go out to make room for Christians or non-Hindus—that, if there is any vacancy, it will be given to Christian or non-Hindu students, I will press my motion for a division.

MR. L. C. HODGSON: I have listened to Mr. Kumaran, and as far as I have been able to hear what he said—I am not sure whether I heard him correctly—he told us that he occupied the building at present used as a hostel some time ago. Therefore, he will know everything about its topography. But how could he possibly say, knowing this, that there is room to locate the necessary kitchens for all the other communities also? He does not mean that we are to admit one or two Christians or one or two Ezhavas. He does not mean that we must provide for any one class, but for every class. Every class should have its representative there. I myself have visited that house on more than one occasion. I inspected it when it was contemplated to take it as a hostel for the Training College some years ago. I inspected it again a year or two ago when it was being fitted up for the Caste Hindu Hostel of His Highness the Maha Raja's College, and my opinion is that it will not be possible to locate kitchens for other castes on the premises. The compound is not large enough to provide the necessary accommodation.

MR. K. DOMINIC TOMMAN: Sir, will the member be pleased to state whether another house cannot be rented?

MR. L. C. HODGSON: It ought to be possible to find a house if the L. M. S. Hostel is not able to provide accommodation for all the Christians who desire it. I know that it does not admit Catholics. My suggestion was that, provided that it does not mean too much of expenditure, Government would make such arrangements as might be feasible.

[Mr. Joseph Panjikaran.]

MR. A. HOOGEWERF: Yesterday I understood from the member for education that the hostel that is rising up there would be open to everybody, but now the situation seems to be confused.

PRESIDENT: It is a rented building that is now used as hostel.

MR. A. HOOGEWERF: Sir, that is all that I want.

MR. L. C. HODGSON: I shall be very glad to do all I can and get the Principal of the College to try and find accommodation for those members of other castes who need it. I cannot undertake to say that we will provide accommodation for every one. It is not possible to provide for 450 caste Hindus, 44 non-caste Hindus, etc., etc. But we will try and do what we can for the communities that do not have the benefit of the existing hostel.

PRESIDENT: Mr. Mammen Mappillai, do you press your motion to a division?

MR. K. C. MAMMEN MAPPILLAI: Yes, Sir.

The motion was put to the House and declared lost.

MR. JOSEPH PANJIKARAN: I demand a poll.

A poll was taken with the following result:

AYES—12.

Mr. C. J. Curien.

„ Paul V. Daniel.

„ A. Hoogewerf.

„ N. Kumaran.

„ Tariatu Kunjitomman.

„ The Rev. Fr. Kuriakose Vettikkappalli.

Mr. K. C. Mammen Mappillai.

„ J. John Nidiry.

„ Joseph Panjikaran.

„ K. Paramesvaran Pillai.

„ C. Ramankunju.

„ K. Dominic Tomman.

NOES—28.

Mr. T. M. Chidambaram Pillai.

„ C. P. Kochukunju Pillai.

„ T. Kumara Pillai.

„ V. Kunjukrishna Pillai.

„ T. Lakshmana Pillai.

„ P. K. Narayana Pillai.

„ M. Nilakanda Pillai.

„ G. Paramesvaran Pillai.

„ K. C. Raja Raja Varma.

„ N. Ramakrishna Pillai.

„ K. P. Raman Pillai.

„ V. Raman Pillai.

„ T. K. Velu Pillai.

„ K. Anantanarayana Aiyar.

„ I. C. Chacko.

Mr. R. Dhanukoti Pillai.

„ R. Everard.

„ K. George.

„ L. C. Hodgson.

„ R. Krishna Pillai.

Dr. N. Kunjan Pillai.

Dewan Bahadur Dr. P. N. Laksh-

manan.

Mr. S. Paramesvara Aiyar.

„ W. H. Pitt.

„ M. Raja Raja Varma.

Rao Bahadur K. V. Rangaswami

Aiyangar.

Mr. V. Subba Aiyar.

„ A. J. Van Ross.

The motion was declared lost.

Motions 117 to 128.

The following motions lapsed on account of the expiry of the time-limit prescribed for the demand:

MR. G. PARAMESVARAN PILLAI:

117. *To reduce the allotment of Rs. 696 for Establishment by Rs. 100.*

MR. K. C. MAMMEN MAPPILLAI:

118. *To omit the allotment of Rs. 1,900 for the Text-Book Committee.*

MR. P. K. NARAYANA PILLAI:

119. *To omit the allotment of Rs. 1,900 for the Text-Book Committee.*

MR. K. C. MAMMEN MAPPILLAI:

120. *To reduce the allotment of Rs. 60,000 for Examinations by Rs. 1,000.*

MR. G. PARAMESVARAN PILLAI:

121. *To reduce the allotment of Rs. 6,60,900 for Grants-in-aid to Schools by Rs. 100.*

MR. C. P. KOCHUKUNJU PILLAI:

122. *To reduce the allotment of Rs. 95,000 for Scholarships and Stipends by Rs. 7,200.*

MR. G. PARAMESVARAN PILLAI:

123. *To reduce the allotment of Rs. 2,196 for the sale of Macmillan's Readers by Rs. 100.*

MR. K. P. RAMAN PILLAI:

124. *To reduce the allotment of Rs. 2,196 for the sale of Macmillan's Readers by Rs. 100.*

MR. K. C. MAMMEN MAPPILLAI:

125. *To reduce the allotment of Rs. 30.84 lakhs under Demand XIV by Rs. 2 lakhs.*

MR. A. GOVINDA MENON:

126. *To reduce the allotment of Rs. 30.84 lakhs under Demand XIV by Rs. 2 lakhs.*

MR. N. RAMAKRISHNA PILLAI:

127. *To reduce the allotment of Rs. 30.84 lakhs under Demand XIV by Rs. 1 lakh.*

MR. N. KUMARAN:

128. *To reduce the allotment of Rs. 30.84 lakhs under Demand XIV by Rs. 5 lakhs.*

PRESIDENT: The question is that the Government be granted a sum not exceeding Rs. 30.84 lakhs under Demand XIV—Education.

The motion was carried and the grant made.

The Council adjourned at 5.15 P. M. to meet again at 11.30 A. M. on Thursday, the 3rd August, 1922.

S. PARAMESVARA AIYAR,
Secretary to the Legislative Council.